DOCUMENT RESUME

ED 331 573 JC 910 260

AUTHOR	Doucette, Don, Ed.
TITLE	Leadership Abstracts, Volume 2, Numbers 1-21, 1989.
INSTITUTION	League for Innovation in the Community Coll., Laguna Hills, CA.; Texas Univ., Austin. Community Coll. Leadership Program.
SPONS AGENCY	Kellogg Foundation, Battle Creek, Mich.
PUB DATE	89
NOTE	44p.
PUB TYPE	Collected Works - Serials (022)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Administrator Effectiveness; Administrator Responsibility; *Administrator Role; Change Strategies; *College Administration; College Faculty; College Planning; *College Presidents; Community Colleges; Decision Making; Educational Change; Educational Innovation; Educational Trends; Futures (of Society); *Leadership; *Leadership Responsibility; Program Descriptions; Teacher Administrator Relationship; Two Year Colleges; Two Year College Students

ABSTRACT

This series of abstracts from the League for Innovation in the Community College and the Community College Leadership Program is published approximately bimonthly and distributed to the chief executive officer of every two-year college in the United States and Canada. Addressing a variety of topics of interest to community college administrators, this complete set of twenty-one issues for 1989 includes: (1) "Shared Vision and Staff Selection" (J. E. Roueche); (2) "Symbolism and Presidential Leadership" (W. G. Tierney); (3) "Coping with Section 89" (G. Gabert); (4) "MBO Management by Objectives Revisited" (E. J. Liston); (5) "2001: The World Our Students Will Enter" (L. Harris); (6) "Transactional, Transformational and Trans-Vigorational Leaders" (E. M. Bensimon); (7) "Accommodating the Diversity Represented by Minority Students" (J. C. Henderson); (8) "The Emotional Side of Management" (T. Peters); (9) "Alumni Associations: Valuable Resources for Community Colleges" (P. C. Gianini, Jr.); (10) "The Moral Goals of Leadership" (J. W. Gardner); (11) "Global Perspectives Required of College Leaders" (R. A. Gordon); (12) "A Foundation for Renewal" (A. L. Lorenzo); (13) "Therapeutic Leadership" (J. H. Anthony); (14) "Ethical Suspicions between Faculty and Administrators" (D. E. Walker); (15) "Visionary Leadership and Long-Range Planning" (J. Hockaday; D. Puyear); (16) "Retaining a Peak-Performing President" (T. O'Banion); (17) "Ten Principles for Managing the Finances of a Nonprofit Organization" (H. J. Bryce); (18) "Intuitive Management" (R. C. Andersen); (19) "Education and the Revitalization of Urban America" (J. E. Jacob); (20) "Learning Leadership" (M. Lee); and (21) "No Choice But to Be Involved" (M. E. Crawford). (MPH)

leadership abstracts

ED331573

VOLUME 2, NUMBERS 1-21, 1989

DON DOUCETTE, EDITOR

League for Innovation in the Community College
25431 Cabot Road, Suite 203
Laguna Hills, California 92653
(714) 855-0710

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Doucette

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IC 910 260

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

BEST COPY AVAILABLE

leadership abstracts

SHARED VISION AND STAFF SELECTION

John E. Roueche

Last spring I was addressing a community college conference on the need for community colleges to provide both more structure and support for students enrolling in an open-entry institution. I was also emphasizing that community college students require more direction and assistance than any other group of learners in the history of higher education.

At the end of my remarks, a professor in the audience stood to make the following comment, "I have major problems with any college's being open to all! I believe that open admissions destroys the quality and integrity of the American public school system. I don't think we should take students who have failed to perform at high levels of quality in earlier educational experiences. I definitely do not believe colleges should be in the business of offering developmental or basic skills work, and, most of all, I resent the implication that faculty have some responsibility for teaching such students anything more than the content of their disciplines. I am not here to mother or handhold these adults. If they haven't learned to be responsible at this point in their lives, I doubt that my impact will affect them much."

After listening to this professor, I asked the question, "Can you tell me or this audience why you are working in an open-door community college? It is obvious that you do not agree with the values that undergird the community colleges. You are not in sympathy with the students who enroll in open-access institutions; you don't agree with the mission, the curriculum, or the role of instruction in providing success for such students; and I can't imagine anything more troublesome to a professional than being in an institution where you totally disagree with the college's function."

I continued, "Why don't you look around for a teaching position in a college whose values and mission are congruent with your own? You obviously are not enjoying the assignment you now have, and surely your colleagues and students are cognizant of your displeasure. Do yourself and your college a big favor and find an institution whose values are congruent with your own."

Historical Faculty Preferences

This story should not be surprising to those knowledgeable about faculty and staff in American community colleges. In 1960, Lee Medsker called attention to the fact that community college faculty members may consider themselves more closely related to a group (or college) to which they aspire to belong than to the community college family of which they are actually members. In the 1970s, Medsker and Tillery found that almost 45 percent of community college faculty members preferred to be employed at a four-year college or university. Assuming that these preferences remain true in the 1980s, the fact that so many community college faculty members would prefer to be elsewhere raises a major question as to the institutional commitment present in American community colleges.

Certain aspects of the phenomena are understandable from a perspective of history. Many faculty members who aspired to four-year college or university roles took positions in open-door colleges believing that some experience in a collegiate setting would qualify them later for a faculty slot at a senior institution. There are still significant numbers of community college faculty who would simply prefer to be teaching in more prestigious institutions.

What is important at this point in the history of the community college movement is the realization that 30 to 50 percent of current faculty and staff will be retiring over the next decade. It is becoming increasingly critical for community colleges to identify prospective faculty members whose values, attitudes, beliefs, and behaviors are truly congruent with the focus and mission of the open-door college. It makes little sense ever to hire individuals into an organization who are in basic disagreement with its purposes.

Shared Vision

In our recent study of transformational leadership in American community colleges (Roueche, Baker, and Rose, 1989), one attribute identified with exceptional leaders was the quality of "shared vision." Shared vision is much more than a CEO's having clarity around vision, scope, or mission. Shared vision means that faculty and staff in the college not only understand the vision of the president or chancellor but also share in that vision, are excited by it, and most important, are truly committed to the vision—personally and professionally.

Community colleges must move quickly to identify those personal and professional values they seek in all

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

employees. Quality corporations are value-driven and seek to employ only those employees whose values are consistent with theirs. Similarly, community colleges need to bring as much care and fidelity to the hiring of part-time faculty as they do to the recruitment and selection of full-time staff. In fact, in many institutions, the bulk of the instructional load is borne by part-timers—most of whom have not been carefully scrutinized or evaluated prior to the first meetings of their assigned classes.

Improving Faculty Selection

The following recommendations represent key first steps that the leadership of community colleges should take to improve faculty selection.

First, no faculty member should be hired to teach in a community college before the individual is observed teaching an actual class. In the Department of Educational Administration at The University of Texas at Austin, all applicants are required to teach a class before the department's faculty and students, including applicants for part-time positions. Similarly, community colleges should require all teaching applicants to teach a three-hour class to give members of the search committee ample time to see how well a prospective instructor can keep students involved and excited for that very challenging three-hour instructional period. This should be a requirement for all instructors, both full and part-time. While it would be difficult to assess the teaching skills of a part-time faculty member hired in an emergency situation to teach a class, that faculty member should subsequently be required to demonstrate his or her teaching skills before being rehired to teach additional classes.

The purpose of requiring an applicant to teach is to ascertain the human and motivational skills (the craft of teaching) the individual possesses prior to an employment decision. Credentials and degrees earned have little to do with the excitement and magic that a teaching applicant can bring into a classroom. The role of the teacher in motivating students may not be so critical in a university setting, but research indicates that motivation is the critical variable that separates successful from unsuccessful faculty in community colleges. Any observer of an applicant can ascertain if the prospective faculty member 1) is truly excited about his or her discipline; 2) is interested in learning something about students as a prelude to introducing the subject matter to the class; 3) is proactive in building student involvement in the actual activities of the class or lab; and 4) is friendly, alive, alert, and positive. Community colleges must look for human-centered individuals who take as much pride in helping students grow and develop as they do in their mastery of subject matter or discipline.

Second, all successful teaching applicants should be required to complete a one to two-week program of orientation, socialization, acculturation, and training. Again, the goal should be to include all full and part-time faculty in such a program. Only in colleges and universities are employees hired, provided with no orientation or training, and turned loose in classrooms to teach. Community colleges need to develop viable and challenging programs of orientation and training for all new employees (not just faculty) so that they can represent their institutions and their communities at high levels of performance the first day they begin work. A number of community colleges now have this requirement. In the province of Ontario, all new community college faculty are required to complete a two-week training session during the summer before the fall semester commences. The Ministry of Education provides the funds for these sessions, and faculty members from colleges all over the province attend with experienced staff development professionals and master teachers.

At Miami-Dade Community College, new faculty members are expected to complete two graduate courses offered by the University of Miami. These courses focus on the mission, role, and scope of the community college; provide an overview of students, curriculum, and modes of instruction; and emphasize actual classroom teaching and the role of the instructor in classroom research. The courses have been developed in close collaboration and cooperation with Miami-Dade staff and faculty, who also participate in teaching these courses. The point is that the community college is helping design a learning experience for all new faculty members to insure their teaching proficiency in the classroom.

Community colleges require masterful teachers in their classrooms. They can ill afford to hire individuals whose values and attitudes are not consistent with the needs of their students and communities. It requires little or no new budget allocation to spend the time necessary to make sure that applicants can, in fact, teach and have genuine interest in students. The modest costs of developing exemplary training programs for all new employees are more than offset by tangible gains in productivity. These two recommendations will serve community colleges well in attracting a cadre of new faculty members who can help to improve on the promise of the open door.

John E. Roueche is Professor and Director of the Community College Leadership Program, The University of Texas at Austin, where he holds the Sid W. Richardson Regents Chair. Recipient of the 1988 B. Lamar Johnson Award for Leadership in Innovation from the League for Innovation in the Community College, his latest study, Shared Vision: Transformational Leadership in the Community College (with George A. Baker III and Robert Rose), will be published in early 1989 by the Community College Press. He is also co-director of the W. K. Kellogg Leadership Project of which Leadership Abstracts is a part.

Volume 2, number 1
January 1989

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College: 25431 Cabot Road, Suite 203, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

SYMBOLISM AND PRESIDENTIAL LEADERSHIP

William G. Tierney

College presidents are regularly reminded of the importance of the symbolic roles that they fill as the heads of their organizations. However, the symbolic dimensions of leadership are complex, and little practical advice has been offered to assist college presidents to use and manage symbols effectively as leaders. This abstract attempts to shed light on the nature of symbols and their relationship to leadership and to analyze the perceptions of college presidents regarding their own use of symbols in performing their leadership tasks.

Leadership and Symbolism

Symbols are not simply vehicles in which meaning resides—a tabernacle which holds institutional beliefs. Rather, symbols are strategies for understanding and acting in the organizational world. Symbols help participants make sense of their organizations. Clearly, widely told organizational myths and elaborate rituals are symbolic, yet symbolism pervades the ordinary and minute activities of organizational life. Individuals attach significance to any number of phenomena, but it is in the context of an organization that symbols acquire shared meaning.

Symbols exist within an organization whether or not organizational participants are aware of them. They exist wherever human activity occurs; they reside in actions, events, language, dress, ceremonies, and structural roles in an organization. Therefore, it is necessary to understand the context in which symbols function and the ways in which leaders use them to create and interpret their organizations.

Leaders are the primary transmitters of symbols in an organization. The symbolic role of a college president allows him or her to communicate a vision of the college that others are unlikely to be able to communicate.

However, leaders are not entirely free to define what is and is not symbolic. Nor can they control the interpretation that others make of their symbols. Merely because a college president intends an open door to signify open communication does not guarantee that faculty will interpret the sign in that way. As well, presidents inherit the histories and cultures of their colleges, and these help determine the parameters of their use of symbols.

Categories of Symbols Used by Presidents

In order to determine how presidents perceived of their use of symbols in their leadership roles, interview data from a five-year longitudinal study of college and university leadership conducted by the National Center for Postsecondary Governance and Finance were examined. Interviews with a national sample of thirty-two presidents were conducted by a research team during the 1986-87 academic year using a common protocol. Of the thirty-two, eight each headed major research universities, public four-year colleges, independent colleges, and community colleges; sixteen were new (with tenures of three years or less), and sixteen were old (with tenures greater than five years).

Analysis of the interview data identified six categories of symbols that the presidents reported using. Interestingly, there were no significant differences in presidential perceptions and use of symbols by type of institution or tenure in position.

Metaphorical. The presidents provided metaphors, or figures of speech, for themselves, their institutions, and their activities. One spoke of a "team," "shared values," and "community." Another spoke of "glue" that helps the college "stick together." Still another spoke of organizational participants as "troops." Others used metaphors for themselves that included "football coach," "counselor," and "orchestra conductor."

Presidents perceive of themselves as leaders with multiple roles, but by using particular metaphors, they provide simplified images for their leadership and their organizations. However, the success or failure of a metaphor as a strategy depends upon how well the metaphor fits the organizational culture. A faculty that sees itself as an academy of scholars may rebel at the idea that they are troops being led by a general.

Physical. Physical symbols refer to objects that are meant to mean something other than what they are. New libraries, a faculty club, school ties and pins, and a host of artifacts are designed by presidents as symbolic representations to various constituencies. One president reported using the acquisition of personal computers for each faculty member to make a statement "that we are changing teaching here;" the purpose was not so much to give PCs to the faculty but to make that statement.

Communicative. Communicative symbols include not only oral discourse, but also the range of written and non-verbal communications strategies that presidents use. The presidents reported attending meetings, rubbing elbows with students or faculty, calling faculty by their first names, entertaining constituents in their homes, and sending birthday cards to communicate various messages.

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

Structural. Symbolic structures are those institutional structures and processes that signify more than who reports to whom. Of the categories of symbols discussed in this paper, it was the structural form that most distinguished new presidents from old ones. New presidents were more likely to embrace decision-making structures as symbolic of change; they set up or reinvigorated councils, established task forces, and reorganized administrative structures to place their distinctive imprimaturs on their institutions. While the mechanisms themselves may produce change, their principal intent were as symbols of change.

Personification. Symbolic personification refers to a leader's intent to represent a message with an individual or group. Appointing a student to the administrative council can be a symbol of caring about and involving students. One president, feeling the need to emphasize teaching, appointed three deans and a vice president with strong teaching credentials.

The presidents also saw themselves as symbols of the institution. Their willingness to meet the public was the most tangible example of symbolic personification: the president *is* the college.

Ideational. Ideas as symbols refer to the images that presidents convey about the missions and purposes of their institutions. These images are symbolic representations of institutional values, and what a president perceives to be of value is often what the institution will try to achieve. Particularly in community colleges with multiple missions, what a president emphasizes conveys to constituents the primary goals of the institution.

However, ideational symbols are the most difficult to interpret, especially when the symbol is divorced from a tangible context. Ideas that presidents perceive to be important may appear to be no more than rhetoric to constituents unable to interpret the symbols.

Strategies for Using Symbols

The study of the symbolic dimension of leadership suggests three strategies for college presidents seeking to use and manage symbols effectively as leaders:

1. Symbols Demand Corroboration. The interviews revealed several contradictions between what presidents intended as symbols and how they acted. One president espoused visibility, yet met formally with faculty only once a year. One's ideational symbol was "excellence," but identified institutional survival as the top priority. Another cited the creation of a faculty council as a structural symbol, yet created no formal mechanism for meeting with the faculty. Still another tried to communicate symbolically that open, frank discussion was critically important, but at the same time demanded extraordinary loyalty.

All individuals demonstrate discrepancies between what they say and do, and these do not imply the intent to deceive constituents. Instead, leaders must be aware of how symbolic forms can contradict one another. Leaders must demonstrate consistency and corroborate their symbols by word and deed.

2. Symbols Must Be Consistent with Organizational Culture. The culture of an organization is created by its history, the orientations and perceptions of its participants, and its environment. It is a dynamic in which a leader's symbols may or may not be interpreted as intended. Thus, dissonance can occur even if a president corroborates his or her symbols but uses symbols that are inconsistent with the culture of the institution.

A new president may want to symbolize care and concern for faculty and structurally reorganize the decision-making process to make it more participative through the use of councils and committees. However, the strategy may fail if the president ignores the fact that the organizational culture has relied for a generation on presidential informality and one-on-one conversations with faculty.

Leaders need to understand the internal dynamics at work in their institutions and use symbols that are consistent with their cultures. The challenge is not only to search for contradictions in symbolic forms but also to understand how symbols relate to established culture.

3. A Variety of Symbolic Forms Should Be Used. Leaders, not unlike most individuals, are intuitively aware that particular objects or activities are highly imbued with symbolism. Yet, a wide array of symbols are available to be used to lead effectively. Rather than rely on the symbolic content of a single convocation speech every year, a president will benefit from employing a variety of consistent symbols.

All acts within an organization are open to interpretation; virtually everything a leader does or says (or does not do or say) is capable of symbolic interpretation. To acknowledge the pervasiveness of symbols does not imply that a leader has little control over an organization that interprets messages the way it wants. Instead, a central challenge for the leader is to interpret the culture of the organization and to draw upon all available symbolic forms to assist participants to make sense of organizational activities—and to lead effectively.

This study was performed with a grant from the Office of Educational Research and Improvement of the U. S. Department of Education. However, the opinions expressed in this abstract do not necessarily reflect the opinions or policies of OERI or the Department of Education, and no endorsement of these opinions is intended or implied.

William G. Tierney is assistant professor and research associate, Center for the Study of Higher Education, Pennsylvania State University. *A complete report of the study referenced in this abstract is available from the Institutional Leadership Project, National Center for Postsecondary Governance and Finance, 4114 CSS Building, University of Maryland, College Park, MD 20742. Fuller treatment of this material also appears in an upcoming issue of Review of Higher Education.*

Volume 2, number 2
January 1989

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College, 25431 Cabot Road, Suite 203, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

COPING WITH SECTION 89

Glen Gabert

Section 89 of the Tax Reform Act of 1986 (P.L. 99-514) may significantly alter how many community colleges do business. Not only does the law affect the way colleges pay and provide benefits to their employees, it indirectly affects their employment of part-time staff. Since many community colleges rely on large numbers of adjunct faculty, the act affects education in ways not envisioned by Congress. Community college presidents need a general understanding of the law, its implications for their organizations, and the alternatives available for compliance. Despite efforts to get its effective date postponed or its provisions repealed, Section 89 became effective on January 1 of this year.

Purposes of the Law

The Tax Reform Act of 1986 is an attempt to establish strict rules for the uniform, consistent, and nondiscriminatory treatment of all employee benefits by allowing their exclusion from taxable income only if they are provided to a broad cross-section of employees. Traditionally, most employee benefits have been tax exempt. For example, an employee has not been required to declare the premiums a college pays for his or her health insurance as taxable earnings. This has generally been true even when all the employees of a college do not get the same level of coverage, for instance, when health insurance premiums are paid only for the families of upper-level administrators but not for other employees.

In addition to the explicitly stated purposes of the law, Section 89 may have other public policy outcomes. The law may have the effect of increasing the number of persons receiving employer-paid coverage. It may tend to decrease both the number of uninsured and those totally dependent on public health facilities, as well as to lessen pressure on the Social Security System and public welfare programs. It may also generate tax revenue. However, these outcomes are not those directly related to the effect of the law on higher education.

The Law in a Nutshell

At the risk of oversimplifying, the law stipulates that a benefit is discriminatory if it favors highly paid employees over non-highly paid; and the measure of this is the proportion of employees in each category.

Benefits include at least group term life, accident, and health plans; but they may also include tuition programs, employee discounts, free services, or meals at college-operated eating facilities. Flex benefit or "cafeteria" programs complicate the application of the legal tests. So does the existence of more than one collective bargaining group at a college.

For the purposes of the law, a highly paid employee in 1989 may be any individual making $75,000 annually or anyone making $54,480 who is in the top compensated twenty percent of the work force or an "officer" of the college. The law requires that many types of part-time workers be considered as well as full-time employees in calculations. For the purpose of applying the nondiscrimination formulae, the law establishes a seventeen and one-half hour work week as the threshold. (Some have confused this provision to mean that colleges must provide benefits to part-time workers. That is not the case; however, benefits for part-timers may be one of several options available for passing the legal tests.)

Because of the complexity of their work forces and because of the common practice to rely heavily on part-time faculty and staff, many community colleges will fail the legal tests for benefits nondiscrimination. In addition many community colleges will have faculty as well as administrators who qualify as "highly compensated." Besides nondiscrimination requirements, there are also regulations for written documentation and notification for each benefit plan. In short, presidents and boards cannot conclude that they comply with this law simply because everyone gets the same benefits or because part-time employees get health insurance.

An unusual feature of this law is that failure to comply may result in significant penalties for both the college as employer and its employees. The college must report any discriminatory benefit it provides to highly compensated employees and pay penalties that may not be offset by any tax credits or deductions. Also, any highly paid employee who receives a discriminatory benefit in excess of the level provided to the non-highly compensated is subject to tax on that excess benefit as if it were income. This may include claims paid as well as

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

premiums. For instance, a dean receiving family medical coverage determined to be discriminatory may be liable for taxes on the college-paid premium. In the case where the college fails even to meet requirements of written documentation and notification of benefits, the dean might also be liable for taxes on the dollar value of the medical expenses he or she is reimbursed. The penalty is imposed on worker as well as employer.

Realistically, the law cannot ignored. There may be good reasons for a college to be in noncompliance, but this should be the result of analysis and deliberate choice.

Complying on Campus

Understanding that Section 89 of the Tax Reform Act of 1986 is both serious and applicable, a president must make two immediate decisions. First, the staff member responsible for coordinating the data collection necessary for legal testing and administering the college's ongoing compliance must be identified. The president must then decide to what extent, if any, an external consultant should be retained to assist with the data collection and testing, to review current benefit plans, to develop compliance strategies, and to prepare written documents for each plan that meet new standards. The size of the college, the depth of technical staff, and the complexity of compensation programs will be important considerations when determining whether to do everything in-house or to go outside for services.

Section 89 has been a bonanza for lawyers, accountants, and consultants. The law is new and its provisions far from clear; as of this writing, IRS guidelines have not yet been issued. If external expertise is to be purchased, it is wise to avoid anyone with pat answers (they are just not possible yet) and look instead to someone with specific experience dealing with compensation and benefits.

After deciding who will be responsible for what, the president must then turn to some harder policy issues. None of these are simple, and each will have a political as well as dollar cost.

1. If it is determined that some of the college's benefits are discriminatory, should the college deliberately decide to be in noncompliance and do nothing? This would mean the college would have to pay some tax penalties and so would some key or highly paid employees. It would also allow the college to continue its plans unchanged without extending benefits to employee categories not currently included, such as part-timers.

2. Should the college go ahead and be in noncompliance but raise the salaries of highly paid employees to offset the added personal taxes? This practice is referred to as "grossing up." It would eliminate a problem for the employees affected, but giving senior faculty and administrators a special pay increase is not without political peril locally.

3. Should the college simply eliminate any part of a benefit plan determined to be discriminatory? While this is the least costly approach (unless salaries are "grossed up" to compensate for the benefit taken away), it certainly will not result in high morale among the management team or senior faculty.

4. Should benefits plans be made more inclusive to make them compliant? That is, should the number of employees eligible for benefits be expanded to a point where the plan is no longer discriminatory? This approach is possibly the simplest and will make more employees happy. However, increasing the number covered not only adds to premiums and administrative costs, it also extends the college's risk exposure. In the long run this decision may be the most costly.

5. Should the work force be restructured to fit into categories that better meet compliance? For instance, should regular part-time workers be restricted to less than seventeen and one-half hours or should the number of full-time staff be increased while the number of part-timers is decreased? Such staffing decisions obviously have far reaching impact on the college's entire organizational structure.

The provisions of Section 89 apply to each community college whenever its employee benefits plans are up for annual renewal in 1989—for most at the end of the spring semester or the beginning of the fall term. Some consultants believe that any employer who can show good faith efforts in 1989 would not be subject to full penalties for noncompliance, and excess benefits do not have to be reported until W-2 forms are issued in January 1990.

The law will cost most community colleges money. It may change the way some do business. There is still time (but not much) for each president to analyze and make well-informed policy decisions about how compliance will be accomplished on campus. Since Congress does not seem to have understood the effect of this legislation on community college education, presidents should report to their senators and representatives the full impact of this law—once it has been determined.

Glen Gabert is Dean for Planning and Institutional Advancement, Johnson County Community College, Overland Park, Kansas. He is an alumnus of the 1988 Executive Leadership Institute conducted by the League for Innovation in the Community College as part of a grant from the W. K. Kellogg Foundation.

Don Doucette editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College, 25431 Cabot Road, Suite 203, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

MBO REVISITED

Edward J. Liston

Calls for accountability from state legislatures, accrediting agencies, and other external constituencies are not likely to abate. Community colleges will continue to be challenged to demonstrate their effectiveness in performing the missions that society has set for them.

Community colleges have responded to these calls for accountability in various ways, and the term "institutional effectiveness" has provided an umbrella for a host of activities aimed at documenting student outcomes. However, in this rush to respond with new management systems, colleges have apparently overlooked a not-so-new system that might be particularly suited both to the task at hand and the culture of most modern institutions of higher education. That is, community colleges might benefit by taking another look at MBO.

Revisiting MBO

Management by objectives (MBO) was first introduced by Peter Drucker in 1954. It was popularized in government, and then in other types of organizations in the 1960s, only to be rejected as overly cumbersome.

As originally conceived, MBO was a philosophy and system of management which emphasized the setting of agreed upon and measurable objectives and the use of these objectives to evaluate performance. In addition to setting clearly defined goals whose accomplishment could be determined using objective yardsticks, management by objectives could also result in improved communication by requiring supervisors and employees to discuss and agree on performance objectives. It also encouraged a more participative, team approach to management.

Most accounts of the decline of MBO point to the perception that writing careful objectives became a time-consuming effort, created a mountain of paperwork, and was more concerned with the process of detailing good objectives than with carrying them out. It may also be that for community colleges, the 1960s was a time of explosive growth more suited to action and building than to detail and micromanagement. Perhaps the fatal flaw of previous attempts to implement MBO was the prevailing concern that, once written, the huge documents containing painstakingly written objectives were filed away and never used.

However, MBO might be more suited for the current environment, particularly as it emphasizes measurement and accountability. It appears that the best elements of the system can be applied successfully to meet the recent challenges posed by the institutional effectiveness movement.

A Successful Application of MBO

The Community College of Rhode Island has adopted a management practice that includes the most positive elements of the MBO system. The annual President's Management Letter is a classic MBO exercise, even though it is never referred to in those terms.

The President's Management Letter is submitted annually to the Rhode Island Board of Governors for Higher Education, the college's governing board. The practice was initiated nearly a decade ago when Frank Newman, then president of the University of Rhode Island, submitted an unsolicited confidential report to the board on what he perceived as the strengths and weaknesses of the university. The following year, the presidents of all three public postsecondary institutions in the state received a memorandum from the Office of Higher Education containing due dates for the annual "management letter." President Newman's confidential report was thus institutionalized.

In the early years the letter was developed primarily by the president, with input as needed from various key administrators. It was submitted

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

to the board but was not generally shared with the college community. Later, the process of developing the letter was expanded to include most college constituencies and the format was standardized. The "letter" has become a major document, and its development the principal planning process for the college.

Components of the Letter

The President's Management Letter is divided into four major components:

1. a narrative overview highlighting major achievements for the previous year;
2. a detailed progress report on the status of goals and objectives adopted for the previous year;
3. an executive summary outlining major goals and priorities for the next five years;
4. a detailed listing of institutional goals and objectives for the coming year.

Divisional vice presidents meet with their management team annually to review their progress in meeting the current year's objectives and to develop goals and objectives for the coming year. The management team is expected to share information and obtain input from subordinates. An effort is made through this process to include all the various constituencies of the college in the process.

Goals and objectives developed on the divisional level are submitted to the President's Council for review and editing for organization, accuracy, clarity and consistency of style. The college's planning advisory committee also has an opportunity to review the goals and objectives.

Because of the size and complexity of the institution (CCRI is the largest community college in New England, with an enrollment of about 15,000 students), the report generally exceeds fifty pages in length. It would be even longer except that it focuses only on those new programs and objectives that various departments will be concentrating during the coming year.

Planning Document. The President's Management Letter is the only college document that can accurately be called a planning tool for the institution. The letter contains long and short range objectives which are described in detail. Timetables are included for completion of each objective. Because the objectives are developed with broad-based participation at the divisional level, the objectives are generally accepted throughout the college.

The letter is distributed to deans, directors, and department chairpersons, and is made available to faculty and staff upon request.

Evaluation Mechanism. The letter is a highly structured document and clearly delineates who is responsible to accomplish which objective according to a specified timeline. Divisions, departments, and ultimately individual administrators are held accountable for their performance in satisfying specified goals and objectives.

Throughout the year divisions or individual administrators are asked to report to the board of governors on a particular aspect of the management letter. These presentations provide the college with an opportunity to explain to the governing board how the document is integrated into the ongoing operation and fabric of the college.

It is impossible to say precisely why the President's Management Letter has worked so well at CCRI. In many ways, it is a rather simple planning process, one that does not include some of the more sophisticated elements of modern strategic planning models, such as needs assessments, environmental scans, and complicated projections of enrollment and financial trends. Similarly, it is not a complex evaluation model that relies heavily on statistical analysis or newly developed measures of student learning.

However, the letter does work. It employs the best principles of a sound management system and has improved planning and communication, created a stronger management team, and increased accountability. Most of all, it has become an effective document for communicating with and demonstrating to the governing board the effectiveness of the college's efforts. In other words, the management letter is an effective MBO system—known by another name.

Edward J. Liston is president of the Community College of Rhode Island. He is former president of Los Angeles Pierce College in Woodland Hills, California, and was the founding president of Housatonic Community College in Bridgeport, Connecticut. He is actively involved with AACJC, National Council of State Directors of Community Colleges, the National Postsecondary Alliance, and COMBASE.

Volume 2, number 4
March 1989

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College, 25431 Cabot Road, Suite 203, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College

leadership abstracts

2001: THE WORLD OUR STUDENTS WILL ENTER

Louis Harris

In the 1990s, the configuration of the world will change dramatically. By 1992, Western Europe will form a new economic entity that will make the U. S. the world's number two economic power. By the year 2001, the U. S. might well be number three, also behind a southeastern sphere of influence headed by Japan. The Soviet sphere will exist, but will rank far down economically from the other economic superpowers. These configurations will require that all economic activity be oriented globally, or not survive.

Ford Motor Company today is a prototype of what major American companies will be by the year 2001. Ford will produce 40 percent of its cars in the Far East, 40 percent in the U. S., and 20 percent in Europe. Ford will still be an American company, but it will operate on a truly global basis, and the ground rules for operation will differ in the newly integrated Europe, in Asia, and in the United States.

Competing in a Global Economy

To qualify for work in this global economy, the young person of 2001 will have to have a global perspective, an intimate knowledge of what the world is really like outside the U. S. While today most young people are just plain illiterate about world geography, cross-cultural understanding will not only be the mark of an educated person, but a requisite for economic survival. Tomorrow's jobs will require not only language proficiency, but also cultural sophistication.

But this is only half the economic story. The other half may affect the basic personal living standards of nearly every human being. As nations such as Mexico, Brazil, Korea, Singapore, and China have industrialized, they have produced many basic products at wages of no more than three to four dollars an hour. The U. S. will be faced with rising living standards in emerging industrial nations produced by work forces that have out-competed its own.

This will pose some terrible dilemmas for U. S. society. Labor will not work for much lower than current rates, say four or five dollars an hour. Nor is a two-tiered labor force—one that pays twelve to sixteen dollars an hour for skilled crafts, and one that pays a competitive four to six dollars an hour for less skilled jobs—a tolerable solution. Such a structure would violate fair labor standards laws and suggest a variation of the South African model.

The only viable option is for the U. S. to educate, train, and use a labor force that the world has never seen before—one that would be difficult for other nations to duplicate. Such a pool of people will be trained to think creatively for themselves and to know where to get information when they do not know answers. By training a labor force of this kind, the U. S. could develop whole new industries and businesses that would be the envy of the rest of the world. They would be service industries, ranging from high-tech to finance, health, education, and computers.

The singular mark of such an economy would not be its technology or methodology, but its distinctive labor force. Ironically, while twentieth century American technology has remained dominant, the U. S. has consistently found itself out-produced when its technology is employed by much cheaper or more dedicated labor. If the U. S. cannot compete in this labor market, its standard of living will surely fall. Living standards can only be raised by increased productivity by a labor force that is far superior to that of the rest of the world—the only labor force that can think for itself.

Demographic Changes and Challenges

The demographic changes that the U. S. will experience in the next decade will largely determine the nature of the work force that must be transformed.

Marriages are on the rise, divorces have topped out, and more families will stick together than was predicted a decade ago. However, the nature and configuration of the family will change virtually beyond recognition. Fully eight out of ten adult women will be working by the year 2001, compared to 64 percent today. Working, even for mothers with young children, will be accepted as part of life, and nearly as many women as men will make up the work force.

In addition, a second basic change will take place among the elderly. When new legislation outlawing mandatory retirement takes full hold in 1992, as much as

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

one-third to one-half of the retired elderly will reenter the work force due to a demand for labor in a period of shortage. They will need to be reeducated and retrained, but their motivation and powers of application will be extraordinarily high.

The third leg of the labor tripod will be minorities—blacks, Hispanics, Asians, and others whom the U. S. will need to meet workforce shortages over the next decade. Over one-third of the entire population of the U. S. will be non-white by the turn of the century, as will nearly half of all children under eighteen. These statistics reveal the essence of the challenge of survival the U. S. faces.

To put it bluntly and categorically: by 2001, the U. S. will have either succeeded or failed on the pivotal issue of how to open the doors of opportunity to minority young people. If it succeeds in finding ways to make minorities creative, thinking workers, as must also happen to young whites, it will have created a strongly competitive America that is the envy of the rest of the world. But if the U. S. fails, all bets are off. The country will be mired in a system burdened by unproductive human beings that cannot compete in a global economy. The U. S. will become a second-tier economic power with greatly reduced personal standards of living.

Changing Standards Needed in Education

Now what does all this mean for the educational system? Marc Tucker at the National Center for Education and the Economy has repeatedly pointed out that the problem with education in the U. S. is not that it has slipped from some standard it used to meet. If that were so, then the problem would be solved by putting old policies back into place. Actually, over the past two decades, performance at the secondary school level has slipped some, while elementary school performance, especially for minorities, has gone up.

The hard truth is that there have been few substantial changes in education in the U. S., while the entire world has changed radically. Instead of finding ways to keep a marginal lead on the rest of the world, the U. S. must now make radical changes in order to produce a work force that thinks for a living. The key for education lies in standards that must be adopted and strongly enforced. The difference, Tucker and others point out, is the distinction between a design standard and a performance standard.

Design Standards. Design standards are put together on the assumption that there are certain ingredients in a system that are configured in some preordained way. Everyone in the system is expected to adhere to the design. By contrast, a performance standard is constructed with certain clear-cut criteria and objectives that must be achieved by whatever means. A performance standard leaves the people who operate the system to build it creatively, and it will yield higher quality at a lower price—provided that incentives and penalties are built into the system.

Unfortunately, current educational systems are geared to design standards. Those on top tell those below precisely what to do, then those below them in greater detail how to do it. When the system fails, everyone says, "I did precisely what I was supposed to do, just as I was told." Real accountability is missing.

Performance Standards. The system needs to depend upon performance standards. Educators must be told, "Here is the performance standard. You figure out how to carry it out in your community, with your students." The key is setting up proper incentives to reward both students and educators and to encourage the achievement of higher and higher performance standards.

There remains the question of the kinds of standards there ought to be. Today, parents in the suburbs demand performance measured by rates of college admission and SAT scores. In the cities, performance is measured in terms of basic skills. Thus, inner-city children are measured by mind-numbing exercises. It is no surprise they get bored and drop out. Their educational experiences leave them little time or incentive to learn to think for themselves.

Inner-city schools are educating a whole generation of young people emphasizing basic skills. But even if they succeed at this task, they will have prepared students who will be largely unemployable in a work force dictated by the emerging global economic order. If these students are not brought into the mainstream and educated in a system that produces students who can think for themselves, the entire educational and economic system is in jeopardy.

The irony, of course, is that if the U. S. properly utilizes its human resources—its elderly, its women, and its minorities, it will no doubt have solved the Social Security and Medicare funding crises and will have reduced its welfare rolls dramatically. It will have proven itself to be the land of true equal opportunity. Why? Not because of bleeding-heart motives, but because of self-interest, the basic will to survive.

Copyright, 1989, College Entrance Examination Board. Abstracted by permission from *The College Board Review* 150 (Winter 1988-89): 20-4, 34, and adapted from a speech originally presented at The College Board National Forum in Washington, D. C., in November 1988.

Louis Harris is chairman and chief executive officer at Louis Harris and Associates, a national public opinion polling organization.

Volume 2, number 5
March 1989

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College, 25431 Cabot Road, Suite 203, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

TRANSACTIONAL, TRANSFORMATIONAL AND "TRANS-VIGORATIONAL" LEADERS

Estela M. Bensimon

The idea of transformational leadership in higher education appears irresistible to leaders and non-leaders alike. Even though transformational leadership may only be possible in rare circumstances by even rarer individuals, it has also captured the interest of organizational scholars.

Transformational Versus Transactional Leadership

Leadership theories differentiate between transformational and transactional leadership. Transactional leaders consider the relationship between leaders and followers as a two-way process of exchange and mutual influence. Leaders accumulate power through their positions and their personalities, but their authority is constrained by follower expectations.

Transformational leadership presents a one-way view of the relationship between leaders and followers. Leaders initiate relationships which raise followers to new levels of morality and motivation. Transactional leadership conjures a managerial image, while transformational leadership evokes images of extraordinary individuals such as Martin Luther King, Jr., or Ghandi.

The difference between fulfilling or changing expectations is at the heart of the distinction. Transactional leaders are depicted as accepting and maintaining the culture of an organization as it exists—its belief system, language, and group norms. In contrast, transformational leaders change organizational culture by introducing new beliefs and goals and by changing how group members define their roles. However, transformational leadership is not clearly understood because it has been defined from at least two different perspectives.

Perspectives on Transformational Leadership

Classic Perspective. J. Macgregor Burns is generally credited with proposing the theory of transformational leadership in his 1978 book, *Leadership*. He described such leadership as seeking to satisfy the higher needs of followers, such as self-actualization. The aim is to replace the values of followers and to urge them in a direction that represents a higher level of morality. While transactional leaders are seen as maintaining current conditions, transformational leaders elevate their followers to embrace higher values and principles.

The images associated with this classic perspective include teacher, mentor, moral leader, and hero. The primary concern is with end-values such as liberty, justice, and equality. Transformational leadership, as originally conceptualized, is more likely to emerge in national or social mass movements with which individuals identify and for which they are willing to sacrifice.

Popular Perspective. However, the approaches and characteristics of leaders in several more recent studies suggest a different interpretation of transformational leadership. While the classic perspective requires goals and values to be replaced with new ones which take organizations in radically different directions, the popular perspective reconfigures rather than replaces existing goals and values, and thus shifts in direction are more moderate. The classic perspective of transformational leadership emphasizes change; the popular perspective emphasizes improving what is already in place.

This popular perspective might be more appropriately called "trans-vigorational" leadership, since it is primarily focused on invigorating, rather than transforming, organizations. Lee Iacocca epitomizes this popular perspective for having invigorated Chrysler.

Leaders can generally be characterized as being either transactional or transformational. Trans-vigorational leaders combine characteristics of both types. The influence of the transactional model is reflected in their willingness to learn organizational culture as it exists. The transformational orientation is seen in the importance they accord to the creation of a vision for an improved organization. A trans-vigorational leader conforms to the culture of an organization while simultaneously finding ways to improve it.

The Initial Actions of Presidents

Under normal circumstances, it is difficult to assess the influence leaders have on colleges and universities. However, both presidential succession and institutional distress are situations where the effects of leadership are easier to observe. A study of the initial actions and consequences of new presidents of institutions in distress was conducted to provide insight into the transactional, transformational, and trans-vigorational models.

Case studies of four institutions with new presidents, focusing on initial presidential actions and their campus consequences, were examined using data collected as part of a five-year study of institutional

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

leadership. The data were the result of semi-structured interviews conducted in 1986-87 with the presidents, administrators, faculty, and trustees. Two profiles of new presidents and their initial actions emerged.

Type One. Type One presidents showed considerable openness to learning. They did not enter their institutions with specific plans and grand visions for transforming them. These presidents spent a great deal of time learning about their new institutions and were quite aware of the meaning of their initial actions. Their first actions were highly symbolic, but carefully planned not to be disruptive. They tended to put off even needed administrative changes until after initial symbolic actions intended to demonstrate their understanding of the culture of the institution.

Type Two. On the other hand, Type Two presidents showed little preoccupation with learning about their new institutions and how long-time participants perceived them. They knew exactly what they wanted to do when they took office and were prone to impose preconceived plans on their organizations. They expressed an urgent need to take control of critical institutional processes and tended to move quickly to deal with what they saw as symptoms of institutional distress: they fired personnel, eliminated programs, shifted resources, and reorganized college administration. While many of their actions were considered necessary, campus participants generally resented not being consulted about them. In fact, similar actions were taken by Type One presidents, but only after having performed symbolic activities designed to involve these campus participants.

Attempts at Transformational Leadership

The initial actions of these two types of presidents upon taking charge of institutions in distress illustrate successful and unsuccessful attempts at transformational leadership.

Unsuccessful Attempts. Type Two presidents assumed office with the intent of transforming institutions they saw as mediocre, overextended, o erstaffed, and unaccountable into high quality, efficient and accountable ones. Their take-charge strategies reflected the one-way approach expected from a classic transformational leader. They knew what changes needed to be made on the basis of their own past experiences and quickly embarked upon their agendas.

By some external criteria, the transformational efforts of Type Two presidents may have succeeded in improving the institution, but by internal criteria, their efforts at transformational leadership were a failure. By imposing different values and goals without involving participants, they failed to enlist their followers' support for their transformational agendas. Instead, they created dissatisfaction and lowered morale.

Successful Attempts. Type One presidents, by adopting a transactional take-charge approach were more successful in achieving transformational changes. In the manner of transactional leaders, they accumulated credits before attempting dramatic changes. They did this by learning about their campuses, by engaging in exchange processes with constituents, and by acting in ways that demonstrated conformity to group norms.

Acting like trans-vigorational leaders, Type A presidents attempted to influence their colleges by emphasizing institutional strengths and improving (rather than changing) existing values and goals. Their actions improved campus morale and participant satisfaction.

These case studies suggest that leaders who attempt to exercise transformational leadership in the classic sense may find it exceptionally difficult to do right. In fact, the study suggests that it may be easier to achieve transformational effects by doing it "wrong," that is, by using transactional means.

Although the idea of transformational leadership in higher education enjoys considerable rhetorical support, it is a model that may not be compatible with the values and organizational features of colleges and universities, particularly its assumption that leadership emanates from a single, highly visible individual.

In contrast, the transactional model which views leadership as a mutual and reciprocal process of social exchange between leaders and followers is more likely to fit the normative expectations of most colleges and universities. The success of Type One presidents argues that combining transactional and transformational characteristics, as exemplified by the trans-vigorational model, may be more effective than attempting either to impose a wholly new direction (that is, transformational) or to maintain an existing one (that is, transactional).

The study argues in favor of leadership in higher education that conforms with group norms while also seeking to improve them. Even in institutions experiencing distress—generally, the most amenable circumstance in which to exercise transformational leadership, this approach may be of greater benefit than heroic attempts to deal with crisis. New presidents would do well to adopt a more complex approach to leadership that matches the complexity of academic organizations.

This paper was prepared pursuant to grants from the Lilly Endowment, TIAA-CREF, and the Office for Educational Research and Improvement/Department of Education. However, the opinions expressed herein do not necessarily reflect the position or opinion of these organizations, and no official endorsement is implied.

Estela M. Bensimon is Research Associate and Assistant Director, Institutional Leadership Project, National Center for Postsecondary Governance and Finance, Teachers College, Columbia University. She will present at "Leadership 2000," an upcoming conference for community college executive leadership teams, June 11-14, 1989, in San Francisco.

Volume 2, number 6
April 1989

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College, 25431 Cabot Road, Suite 203, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

ACCOMMODATING THE DIVERSITY REPRESENTED BY MINORITY STUDENTS

James C. Henderson

It is an often noted fact that the United States is undergoing an unprecedented demographic transformation and that these changes, resulting in a "new majority" of minority group members in many states, have major implications for educational institutions. Community colleges throughout the country are scrambling to develop programs that address the needs of these current and future students, and these have been described in various forums, including previous issues of this abstract series.

However, it would be a serious mistake to assume that all minority students have the same backgrounds, educational objectives, and program needs. In fact, the new majority is an enormously diverse group that includes not only Blacks, Hispanics, Asians, and Native American Indians, but also numerous sub-groups, many with distinct characteristics and needs. Even similar language and culture do not guarantee common circumstances and needs, as evidenced by the diversity of the Hispanic community of South Florida and the Asian and Middle Eastern immigrant populations of California.

As a result, community colleges have developed a mix of programs to serve the diversity represented by minorities. San Juan College serves its minority students with programs designed both for the specific characteristics of its predominant minority group, Native American Indians, as well as for the range of students requiring additional support to succeed.

Serving the Native American Student

It should come as no surprise that San Juan College has responded to the needs of a culturally distinctive minority group, the Native American Indian, who represents 26 percent of the college's total enrollment. The college is located on the eastern edge of the Navajo Reservation, the largest in the United States. While the college enrolls students from 14 different Indian tribes, Navajo students comprise the largest number. In addition, Hispanics comprise another 10 percent of the college's enrollment, and 40 percent of degrees and certificates last year were awarded to minorities.

Cultural Distinctiveness. It is important to recognize that instruction in American college classrooms presumes certain Western cultural values. Student behaviors that instructors routinely reward and note as signs of student interest, effort, and intelligence are not necessarily behaviors that are rewarded in non-Western cultures. For instance, many Navajo students do not respond willingly in class, nor do they make direct eye contact, for both behaviors are considered impolite in Navajo culture. They tend to remain within the group and do not try to stand out as individuals. Instructors need to be trained to be sensitive to these cultural differences so that they can effectively accommodate students of various cultures in mainstream classrooms.

Special Language Needs. Related to cultural distinctiveness are the accommodations that need to be made for the special language needs of minority students who are non-native speakers of English. Here again, the diversity of minority students is demonstrated, for the difficulties that Navajo students often have with English are quite different from the difficulties often experienced by native speakers of Spanish or other languages. For example, the Navajo language has no plural or past tense, and ESL instruction provided to Navajo students needs to reflect this basic difference.

At San Juan College, ESL instruction is provided through the Renewal Center, which provides tutoring assistance and self-study materials. The center also operates Project Read, which teaches reading to Native Americans, including to older adults, many of whom not only do not read in English but also may depend exclusively on spoken Navajo.

Native American Program. To assist the transition from the reservation to the college, San Juan College retains a full-time director for its Native American Program. The current director is a graduate of the college who successfully completed a bachelor's degree. She is responsible for sponsoring the Indian Club which sponsors projects and activities, including Pow Wows, Indian Fry Bread Dinners, the Indian Pageant, and the Arts and Crafts Show. The director also interacts with the Navajo Tribe in promoting scholarships for the students and in recruiting new students.

Staff Development. The college's staff development program has been a critical component in its success serving Native Americans and other minority students. Programs often focus on teaching techniques to accommodate cultural distinctiveness, as well as on awareness

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

of American Indian culture. The director of the Native American Program assists in the development of appropriate and timely programs.

Outreach Programs. The college has developed outreach programs to better serve Native American Indians in its service area, which includes large sections of the nearby reservation. It established a center staffed by a Native American director and two staff members to develop and implement courses for that service area. The college has also established an Early Childhood Development Program to train Native American Headstart teachers for this critical program. Last year, 24 Indian Headstart teachers received the National Child Development Associate Credential.

Serving a Range of Minority Students

San Juan College has developed programs that serve the needs of its minority students that are not necessarily tailored to the needs of a specific minority group such as Native Americans. Many are common to community colleges with substantial minority enrollments.

Support Programs. The college has instituted an assessment program that places students in appropriate courses on the basis of ability. Courses in developmental reading, writing, and mathematics are provided as needed. If students have difficulty in class, the Renewal Center provides tutoring or self-study materials.

Matrix. The college has developed a program, called Matrix, that assists eighth graders to prepare for college. Each four-year institution in the state was canvassed for its specific major requirements. This information about the courses they need in high school to reach their college goals is provided to junior high school students in the college's service area.

The college has also employed a counselor to work with these students. The counselor gathers information on every student and carefully monitors their academic progress through high school. Special activities both on the college campus and in other locations recognize their achievements, encourage them to persist, and prepare them for the transition to college.

Possible Dream Program

Matrix is actually an outgrowth of what is probably the most unique program offered by San Juan College to assist its minority students, the Possible Dream Program. Most minority students at the college need financial assistance to achieve their educational goals, and San Juan College, like many other colleges, offers a range of work study opportunities, grants, and loan programs. Many Native Americans are also eligible for tribal scholarships. However, the Possible Dream Program has been one of the most successful for all of the college's minority students.

Students who have never considered going to college are now being provided with a "dream" that will make higher education a possibility for them. The scholarship program invites every eighth grade student in the county to begin a $10 per month prepayment plan that will provide for two years of paid tuition when they are ready to enroll in the college. The program combines the monthly savings plan with a $125 scholarship, academic counseling, and a guarantee that tuition, now $360 annually, will not increase for those participating in the plan.

This program was designed to attract first generation college students, many of whom are minorities. Now in its third year, the program is not limited to minority students, yet 90 percent of those enrolled are members of a minority group. Typical of the enrollees was a Hispanic father who brought his wife and son to the college when the program was first announced. Carefully counting out his initial payment of $10 in small change, the father said, "I didn't trust this money to the mails. I brought this in myself because this is my son's future." The father has faithfully kept up the payments every month.

The program builds an attitude among students in the early grades that college is within their reach. It motivates them to apply themselves while they are in high school so that they will be prepared for college. Family participation helps support students' commitments. US WEST has agreed to assume the cash scholarship portion ($125 per student) for both the 1986 and 1987 enrollees, thus involving business and industry in the education of future citizens.

The Futures Commission report recommends in the strongest possible terms that "The community college must continue to offer all students an open door, and to reaffirm to minority students the promise of empowerment through education." This is not simply a pronouncement motivated by democratic idealism. Rather, minority youth represent a fast-growing and increasingly critical segment of the population. They are the keys to the nation's future economic strength. Investment in their success is not simply altruism, but enlightened self-interest.

James C. Henderson has been president of San Juan College in Farmington, New Mexico, since it became an independent institution in 1982, previously serving as director when it was a branch of New Mexico State University. He is a member of the Presidents Academy and former president of the Mountain States Association of Community Colleges and the New Mexico Association of Technical and Junior Colleges. He will describe these programs at Leadership 2000, an upcoming conference for community college executive leadership teams in San Francisco, June 11-14.

Volume 2, number 7
April 1989

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College: 25431 Cabot Road, Suite 203, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

THE "EMOTIONAL SIDE" OF MANAGEMENT

Tom Peters

At a recent seminar for a business school's executive program, I recounted some stories about workplace transformations. Each resulted from a dramatic increase in the involvement and self-esteem of front-line employees. I expressed astonishment at the apparently limitless skills of even older workers in union settings, once they were allowed to "own" (psychologically, that is) their 25 or 250 square feet of the workplace. I fumed at our detached, machine-like models of organization that are hindering such transformations.

Upon conclusion, my dean-host thanked me genuinely for my thorough explication of the "emotional side" of management. He might as well have slapped me in the face. I was dumbfounded. But I shouldn't have been, because for decades we have aspired to "professionalize" management. The new-look (circa 1950) manager is no hipshooter, and management is not to be viewed as a second-class discipline. We applaud detachment and rationality. We aspire to perfectable "administrative science," which its most devout adherents hope will assume a lofty place next to physics and biology.

All of this is wrongheaded. Management is not about administration. It is about emotion. Management requires empowering people on the basketball court or in the meat-packing plant to achieve continuous personal growth. Consider several elements of the business equation.

Quality

Effective leadership in quality improvement is moral, not statistical. Statistics, training for everyone, and systems are essential to quality improvement. But more important are care and love of the product or service. Quality is as much about aesthetics (design, for instance) and customers' perception as it is about technical specifications. To achieve matchless quality, management must be emotionally attached to the product and must pass on their enthusiasm to every employee, distributor and supplier—as well as customer. I can't imagine an Olympic-level skier who hates snow and skiing.

Service

Service, too, should be measured and quantified; we don't do enough of that. But service is principally about intangible product traits and the painstaking construction of long-term customer relationships. A *Wall Street Journal* story described Pratt & Whitney's loss of leadership in aircraft engines to General Electric. P & W's aircraft engines are about as good as GE's but, over time, P & W became less attentive to customer's non-technical needs.

Innovation

Fostering innovation depends on the percent of gross revenue devoted to research

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

and development, as well as scientists' educational credentials. But that's about 10 percent of the story. More important, innovation success depends upon listening intently to the needs of innovative customers. It also is a product of the company's ability to nurture committed champions. Innovation, a low probability affair, comes less from a great "technical strategy" than from irrationally dedicated new-product or service teams.

People

Thoroughgoing "people programs" include progressive monetary incentives and brilliant training curricula; we are woefully deficient on both scores. However, more important are respect, trust, a sense of partnership between union and management where applicable, a belief in the virtually unlimited potential of every person, and a willingness to let go of debilitating controls. Specifically, we must realize, for instance, that suberb training is not so much a button-down curriculum delivered in million-dollar classrooms as it is a commitment to lifelong learning by all.

Leadership

What is leadership? Good strategic planning? Financial wizardry? Both. But more to the point are intensity, involvement, the ability to create and bring to life an inspiring vision, a belief in the product, and genuine enthusiasm for the work of the front-line bench scientist or check-out clerk. The chief criterion for managerial promotion should be the degree to which a candidate takes his or her greatest pleasure in helping others develop and grow.

Across the board, then, it turns out that the essence of management is its emotional side. The legendary general George Patton is purported to have said, "I'd much prefer an OK plan executed with uncommon vigor right now to the 'perfect plan,' executed in a humdrum fashion next week." Likewise, a landmark *Harvard Business Review* article by consultant Amar Bhide, titled, "Hustle as Strategy," concluded that vigor in execution is more important than excellence in strategic positioning in determining business success.

James Gleick's bestselling book, *Chaos*, chides hard science for having ignored the "nonlinear," or messy, parts of natural phenomena. It turns out that traditional, linear models explain a surprisingly small part of reality. So too with our misleading pursuit of a linear administrative science. What management now needs, which the practicioners of chaos are starting to provide for the hard sciences, is to attend to the irregularly shaped pieces of the business puzzle—people, emotion, and implementation.

As a practical first step, consider shifting your reading agenda strongly toward fiction. Ironically, most nonfiction ends up preserving the fiction of an emotionless, linear world, while fiction examines the nonlinearity of real people who determine the real-world course of our organization.

Copyright 1988, TPG Communications. Reprinted by permission.

Tom Peters is founder of The Tom Peters Group, five enterprises engaged in urging forward the competitive and management revolution. He is co-author of In Search of Excellence (1982) and A Passion for Excellence (1985), and author of Thriving on Chaos: Handbook for a Management Revolution (1987).

He will present a keynote address, "Excellence in Leadership," at Leadership 2000, a conference for executive leadership teams, June 11-14 in San Francisco. He will also present the Tom Peters Award for Leadership Excellence in the Community College to 50 top community college presidents identified by a recent study conducted by The University of Texas at Austin.

Volume 2, number 8
May 1989

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College: 25431 Cabot Road, Suite 203, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

ALUMNI ASSOCIATIONS: VALUABLE RESOURCES FOR COMMUNITY COLLEGES

Paul C. Gianini, Jr.

Some believe community college alumni associations cannot be the significant resource that they are for four-year colleges and universities. They reason that the average student does not develop the same affiliation with a two-year college that he or she does with a four-year institution. Community college students generally do not live on campus, so the school does not become a "home away from home." Commuter students generally do not develop the same involvement in campus activities, and even in colleges with residential facilities, resident students tend to be in the minority. Also, when a community college student completes a two-year degree and transfers to a university, allegiance usually follows. Without this allegiance, the argument goes, alumni associations at community colleges usually have difficulty gaining strength.

Of course, this argument ignores the many other students who attend community colleges but do not transfer to four-year institutions, as well as those who, after completing their bachelor's degree, return home and support the community colleges that gave them their starts. In fact, graduates of two-year degree programs are among the most ardent supporters of community colleges. Also, thousands of local residents attend classes, have significant experiences, and are otherwise positively affected by college programs. All of these students represent potential supporters of community college alumni associations.

Although an alumni association may serve a somewhat different function at a community college than at a university, it can be an equally valuable resource. Valencia Community College has just begun to realize the tangible value of its alumni association, which is fast becoming a major college resource.

Volunteer Base

A community college alumni association can provide an enormously valuable volunteer base to support a host of college activities. Valencia's association provides countless hours of volunteer support to college programs and students.

One important way the association supports Valencia is by providing manpower to assist with major college activities. When former President Gerald Ford visited the campus in 1987, the coordination of that luncheon event for 1,000 people under tight security was a massive production. The alumni served as volunteer hosts and handled everything from mailing invitations to staffing the registration table.

Another major event this past year was the Kaleidoscope 88/Festival of the Arts fund raiser. This art show and black tie gala event to raise money for Valencia programs attracted people from all over Florida for two days to view and purchase art pieces. Once again, the alumni assisted with the art sales, handled mountains of paperwork, and simply made sure guests enjoyed themselves. The group has also supported students by hosting events such as a picnic to cheer Valencia's baseball team on to a winning season and a cast party to celebrate the success of a college dramatic production.

It is a popular misconception that it takes hundreds of association members to make volunteer efforts successful. Although Valencia's association is continuing to grow, it took only about 20 active people last year to donate more than 400 hours of work. The calculated cost to the college, had it been required to pay for these services, was about $2,800.

Community and Political Support

However, more important than the dollar savings is the goodwill that an association can develop for the college in the community. No price tag can be placed on the ability of alumni to inspire a college's faculty, staff, and students. They can serve a vital public relations function as ambassadors to the community by spreading the word about the college's programs and services.

For example, each year Valencia's alumni association sponsors a graduation reception to honor graduates and their families. They also hold an annual Christmas social as a special thank you to faculty, staff, and other supporters of the college.

Key alumni may also provide important political support on local, and even state, issues. Many hold positions of influence in the business world and in community organizations. Some even hold positions of responsibility in state politics.

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

Fund Raising

Unlike alumni associations in most four-year colleges and universities, fund raising is not usually the primary function of a community college alumni association. Nonetheless, community college alumni can also be instrumental in such efforts.

Valencia's alumni association has now established three scholarship programs for students. The Two Plus Two Scholarship assists students who earn their Associate of Arts degrees at Valencia and then transfer to the University of Central Florida to complete their bachelor's degrees. To raise money for this scholarship the alumni sponsor the annual Two Plus Two Golf Tournament that has quickly become the largest tournament of its type in central Florida. Last year the tournament raised more than $10,000 for scholarships.

Other scholarships include the Martin Marietta Alumni Scholarship, which supports employees of Martin Marietta who are earning degrees at Valencia, and the Alumni Endowed Scholarship Fund, which provides general scholarships to students.

If a college has established a foundation, fundraising efforts by an alumni association need to be carefully coordinated with those of the foundation. Alumni can contribute substantially to the efforts of a foundation, both as donors and as fund raisers with important ties in the community and local business and industry.

Valencia's alumni association has cooperated with the foundation by serving as donors for the Adopt-A-Book campaign, a project to secure books for the college's learning resource centers. The association has also eagerly provided volunteers to assist with foundation activities, such as an annual banquet to recognize community supporters of the college.

Starting an Alumni Association

Little has been written about alumni associations in community colleges, and there is no definitive handbook on how to start one. While there are various ways to initiate, organize, and support such an association, the experience of Valencia Community College might serve as an example of how to start a successful alumni group.

Identify Alumni. The first step is to identify a core of alumni. Valencia's faculty and staff helped by suggesting students with whom they had kept in contact and by helping to locate former student government leaders who might be interested in becoming association members. From this group, an alumni board of "movers and shakers" who know how to get things done was established. Although initially small, this board has been expanded to 20 members as the association has grown.

Additional former students were located by conducting Alumni Lost and Found Phone-a-thons. Alumni assisted this activity that resulted in hundreds of members being added to the association's roster.

Plan and Implement Activities. The next step is to involve alumni in the planning and implementation of association activities. A staff person or consultant can assist the alumni board to establish goals and objectives for the association and to develop both short and long-range plans. Such plans should utilize the resources of the group, no matter how small it might be initially.

Alumni activities can then be carried out with the assistance of a designated member of the college staff. A college representative insures continuity in association activities and can provide needed guidance and support. Implementing association activities can also spur the recruitment of new members as alumni seek volunteers from among their friends and colleagues to help with specific projects.

An important, but often neglected, step is evaluation of the alumni program. A staff member or consultant should assist the alumni board to review the association's accomplishments annually and to look at ways to build upon its successes.

Build Group Cohesion. Once activated, efforts need to concentrate on developing cohesion among alumni active in the association. At Valencia, several activities were organized to build group cohesion and to develop and renew allegiance among the alumni for the college and the association. For example, at an association meeting, one of charter faculty member presented a nostalgic slide show of the college's 20-year history, helping alumni reminisce about the "old days."

Recognize Alumni Contributions. An important step, vital to the development of any volunteer association, is to provide individual recognition for group members. There are many ways to assure that alumni feel special and appreciated for the service they provide. Valencia honored alumni by highlighting their contributions in a quarterly newsletter. Members were also given special roles in commencement ceremonies, and various opportunities were used to present alumni with t-shirts, plaques, and Valencia lapel pins.

Alumni associations are valuable resources for community colleges. Valencia has recognized the value of its association as a volunteer base, as a source of community and political support, and as a resource for fundraising efforts; other community colleges can reap similar benefits. One lesson Valencia has learned: never underestimate the abilities of a group of alumni who believe in a cause—their community college.

Paul C. Gianini, Jr., is president of Valencia Community College in Orlando, Florida. He was elected this year to the AACJC Board of Directors and is current chairman of the Florida Council of Presidents.

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College, 25431 Cabot Road, Suite 203, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

THE MORAL GOALS OF LEADERSHIP

John W. Gardner

We generally evaluate leaders on their effectiveness. But Hilter was effective, as were any number of leaders we would today agree were "bad guys" who used objectionable means or who sought goals that were reprehensible. Certainly, leaders must also be judged in terms of their moral, ethical, and social values. While such standards are something on which worthy people will differ, leaders who are concerned with most or all of the following will meet my standards.

The Release of Human Potential

Reviewing the enlivening themes that run through our history as a people, one is struck with the depth and continuity of our commitment to the fulfillment of human possibilities. The leaders we have valued the most have reflected that commitment. Woodrow Wilson said, "I believe in democracy because it releases the energy of every human being."

There is nothing more crucial to the renewal of a social system than the quality and vitality of the human beings flowing into the system. These are chiefly the young people coming out of our schools and colleges to take their place in the adult world.

Given that reality, one can see the sheer self-interest for us of enabling each person to grow to full stature, the sheer value to the society of removing every impediment to individual development, whether ignorance or poverty or illness or disability. The release of human potential is and must always be a central value.

Teachers and leaders share a trade secret—that when they expect high performance of their charges, they increase the likelihood of high performance. This means standards and a respect for excellence. Leaders who understand this and guide themselves by it have one of the most important qualifications for moral leadership in our society. They have faith in human possibilities, and that faith communicates itself to followers with powerful effect. People want to know whether the followers believe in the leader; a more searching question is whether the leader believes in the followers.

Individual and Group

Leaders must understand the mutual dependence between individual and group—and must understand what our tradition requires in balancing the two.

Individuals become fully human and find support and identity in the cultural framework supplied by family and community and other networks in which care and involvement are natural. In a healthy society the process of value generation goes on continuously in stable, face-to-face groups such as family, neighborhood, school, church, workplace, and community.

But we have seen the collapse of communities, of coherent belief systems, of opportunities for allegiance and commitment, for being needed and responding to need. We have learned that the fiercely destructive currents of modern life can undermine the authority of human institutions and frameworks of law and custom with deadly swiftness. We have seen the disorders of men and women torn loose from a context of community and of shared values. Some of the consequences are dealt with in the psychiatrist's office, some in the criminal justice system. Drugs and alcohol claim their share.

Quite aside from individual breakdown, a great many of our contemporaries, left without moorings by the disintegration of group norms, torn from any context of shared obligations, have gotten drunk on self. We value the individual. We value individuality. Self-reliance, self-discipline, self-help are honored in our scheme of things. But we cannot respect the crazy celebration of self that one can sees today.

We expect that young people, at the same time that they are maturing as individuals responsible for their own actions, will be maturing as responsible members of the community. We foster individual initiative but expect that a certain amount of that initiative will be expended on shared purposes.

The mutual dependence between individual and group is ancient. Historically, the society supplied most of the continuity and coherence through its established belief systems and nurturing institutions. In return the individual gave allegiance, but except in time of war it was rather passive allegiance. Passive allegiance is not enough today. Individuals must see themselves as having a positive duty to nurture and continuously reconstruct the community of which they are a part. They must be committed to a continuous reweaving of the social fabric. Leaders must help us to understand this and assist the process of renewal, encompassing both continuity and change, reinterpreting tradition to meet new conditions, building a better future on an acknowledged heritage.

Values

To say that we want leaders who stand firmly on moral principles is less than the full story. Most people want a leader who stands firm on their particular moral

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

views. But in a pluralistic society leaders must deal with equally worthy groups who adhere to diverse moral principles. However, beneath all the many moral disagreements that exist in our communities, there exists a considerable measure of agreement, and it is the responsibility of leaders to serve that area of agreement.

We cannot find an instance of a healthy society in which humans have not devised a framework of values, norms of conduct, a moral order. There are those who believe that any moral order that may have characterized our society has long since disintegrated, but fortunately we are not so bereft. We are moving in that direction—some think at an alarming pace—but we still have a serviceable framework of values. It is not clear and sharp, but it is there and it prevails a great deal of the time. Most of our citizens are law-abiding and most of our communities reasonably orderly, and that would not be possible if there did not exist, despite our pluralism, a healthy measure of agreement on some fundamentals.

We must hope for leaders who will work with us to defend those fundamentals, enriching our commitment to freedom, to justice, to equality of opportunity, to the dignity and worth of the individual, to the sanctity of our private religious beliefs. In large measure those commitments are embedded in our laws. Our leaders must help us stay the course. No other American leader has ever surpassed Abraham Lincoln in expressing the moral aspirations of a nation "conceived in liberty and dedicated to the proposition that all men are created equal."

We must hope too that our leaders will help us keep alive traditional values that are not so easy to embed in laws—our feeling about individual moral responsibility, about caring for others, about honor and integrity, about tolerance and mutual respect, and about individual fulfillment within a framework of shared values.

We have difficulty in honoring in our behavior the values we profess; we seem to have particular difficulty with the ideal of brotherhood. We can no longer afford to indulge without constraint the ancient human impulse to hate and fear strangers—those not of our tribe, not of our religion, not like us. Conflict is a part of life, sometimes unavoidable, often healthy. But in those cases where conflict destroys vital human values, we must learn to deal with the sources of hostility, to defuse tensions before they become white-hot, and to manage conflict before it breaks out. Leaders can help immeasurably if only by refraining from the politically rewarding acts that heighten conflict.

Individual Initiative and Responsibility

Most people in most organizations most of the time are more stale than they know, more bored than they care to admit. All too often it is because they have not been encouraged to use their own initiative and powers of decision. If they are not expected to use their decision-making powers, they are off the hook of responsibility.

Unrelenting autocracy down the chain of command undermines initiative. It says by implication that one's responsibility is to follow orders, not to assess what is going on, not to identify problems beyond those implicit in orders, not to think about solutions. The disclaimer in the Navy used to be "It didn't happen on my watch." Followers who are passively awaiting orders have lost much of their capacity to be of help.

It is the very nature of a large-scale organization that its only hope of vitality is the willingness of a great many people scattered throughout the organization to take the initiative in performing leader-like acts, in identifying problems at their level and solving them. Without that, the organization becomes another of those sodden, inert, non-adaptive bureaucracies that are the bane of modern corporate and governmental life—rigid, unimaginative and totally unequipped to deal with a swiftly changing environment.

It is true in business, it is true in government and nonprofit institutions, it is true in the nation as a whole. It is now widely though by no means universally recognized that the only way to awaken our organizations and our society is to instill in individuals at all levels a sense of initiative and responsibility.

We need leaders in our organizations and in the nation who can bring alive the whole down-the-line network of individuals with that kind of capacity to share the leadership task. Such a network will enliven and strengthen our society at every level. Problems visible or solvable only at lower levels will be seen and solved there. In the case of problems solvable only at a higher level, the search for solutions will be facilitated by the availability of grassroots diagnoses.

If the "system" in question is not a corporation or agency but the society itself, such sharing of leadership tasks will result in a more responsive and responsible political system. It will mean that the true needs of people will be perceived by grassroots leaders near at hand. Some needs will be met locally, others will be communicated up the line for coping at a higher level.

That will require leaders who can delegate responsibility, who consult and listen, who have respect for human possibilities, who help us to help ourselves and help us to grow. We must have leaders who are enablers, who help us remove obstacles to our effective functioning, who help us see and pursue shared purposes. Lyman Bryson said, "A democratic way of doing anything is a way that best keeps and develops the intrinsic powers of men and women."

Copyright 1987, John W. Gardner. Abstracted by permission.

John W. Gardner is directing the Leadership Studies Program sponsored by INDEPENDENT SECTOR. He is former president of the Carnegie Corporation and the Carnegie Foundation for the Advancement of Teaching. He was Secretary of Health, Education, and Welfare (1965-68), chairman of the National Urban Coalition (1968-70), founding chairman of Common Cause (1970-77), and co-founder of INDEPENDENT SECTOR. The series of papers from which this abstract was developed will be published in On Leadership later this year.

Volume 2, number 10
June 1989

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College: 25431 Cabot Road, Suite 203, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

GLOBAL PERSPECTIVES REQUIRED OF COLLEGE LEADERS

Robert A. Gordon

Post-industrial information society has taken root. What had seemed distant projections of futurists are now the facts of a global economy and geopolitical scene being fundamentally transformed.

It is not just the pace of change that has escalated dramatically—witness that the facsimile machine has gone from exotic contraption to universal appliance in six months, but also the substance of the change is remarkable and far-reaching. East-West bloc relations have been irreversibly transformed. Debtor and creditor nations have reversed roles, and North America is about to be reduced to the third largest economic power in an overhauled global economy.

The economic restructuring now underway poses serious threats to the fortunes of both the United States and Canada. Both countries are vulnerable because they share serious productivity problems, have basic technological weaknesses, and have demonstrated little ability for government and industry to work together. Neither invests adequately in research and development, and, worse still, both have terribly neglected their human resources—traditionally treating labor as a cost to be contained rather than as an asset to be nurtured.

Unless these problems are resolved, living standards in both countries will inevitably decline to reflect their inability to compete effectively in a world economy. Their natural advantages will have been eroded, and recovering their competitiveness will not be easy, particularly, as long as prevailing values of instant gratification and greed lead to leveraged buyouts and mergers rather than to solutions to growing joblessness, drug abuse, crime, and declining literacy and job skills.

The United States is slowly addressing some of these issues but is slow to grasp the perilous position in which it finds itself. Canada has been lulled into complacency by the Free Trade Agreement. Consequently, North America risks being isolated between the juggernaut of a unified Europe and an Asian alliance led by Japan.

The Impact on Colleges

It is a fair question to ask how these macroeconomic and geopolitical changes affect community colleges. Indeed, far from being abstractions confined to daily news reports, they have direct impact on these institutions. Colleges are both confronted with serious challenges and presented with enormous opportunities by the current reordering of the world economy.

The Challenge. Colleges must now earn their way in an increasingly demanding, consumer-driven society. Colleges have no monopoly as the providers of training and job skills required of workers to survive in the emerging global economy. Students are older and more discerning, and they choose their providers of education and training on the basis of institutional performance in demonstrating real and marketable outcomes. Business and industry invest in training and retraining using the same bottom line analysis of outcomes. Colleges must change and respond to this challenge or be relegated a limited mandate, such as basic skills and job entry, or simply be seen as irrelevant and lose public support.

The Opportunity. Nonetheless, increased economic competitiveness also represents an enormous opportunity for colleges who can demonstrate the quality of their programs in quantifiable terms. As business and government in the United States and Canada conclude that increases in productivity required to compete internationally can only be gained by massive investment in research, development, and workforce training, colleges stand to benefit tremendously from that investment.

However, colleges must change to take advantage of this opportunity. Curricula must be updated to be responsive to changing economic conditions. Faculty must remain current in their fields or adapt to new roles. Effective instructional practices need to be identified and implemented, including widespread use of instructional technology. Above all, student outcomes must be demonstrated by such measures as retention and completion rates, placement rates, student and employer satisfaction, quantifiable increases in knowledge and skills, and educational and career growth.

Also, perspectives and values must change in order for colleges to respond to the opportunity. Colleges, despite being rooted in local communities, must develop truly global perspectives with respect to the services they provide and the clients they serve. Even more challenging, colleges need to evaluate their efforts according to the educational standards of the world, not the local community. To be relevant in the emerging global order, colleges cannot seek simply to satisfy their local boards, funding agencies, or even constituents. Rather, they must assure that the education and training they provide competes effectively with that provided by the West Germans, British, Japanese, and French, as well as the "four tigers" of Southeast Asia.

Recommendations for College Leadership

More than ever, enlightened leadership is needed to transform today's colleges into ones that are truly world-class institutions that assure the competitiveness of the United States and Canada in the global economic race. That leadership needs to overcome obstacles such as aging staff with outdated skills, collective bargaining agreements that make change difficult, the natural tendency to resist change, and old values and ways of

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

doing things that inhibit creative approaches.

That leadership needs to create institutional climates that encourage, support, and reward innovation and entrepreneurship. It needs to involve all staff as stakeholders in the organization and to nurture individual development and renewal. Such leadership must be value-based and global in perspective, and it must respond directly to new economic realities.

Adopt a Larger World View. Colleges must become less parochial. Rather than focusing exclusively on their local communities, they must define the community to be served as the nation and the world. Leaders must embody qualities which encourage global perspectives to permeate their institutions. They must teach the relationship between global issues and local effects. They must educate the members of their boards to look beyond the value of college services to the local tax base and see the connections between international events and local consequences, such as plant closures.

Encourage and Support Leadership Development. Chief executive officers need to participate in and support ongoing leadership development activities for their college leadership teams, including themselves, members of their boards, senior administrators, and faculty leaders. Such efforts should focus on developing understanding of the dynamics of the fast-changing world in which their colleges compete. Broadening experiences should include cultural seminars and international travel organized as fact-finding and consulting trips. In addition, leaders should take courses in ethics, language, and business, and not limit their continuing development to schools of education.

Monitor Staffing. One of the principal responsibilities of college leaders is to assure that those hired by the college as the next generation of faculty, staff, and administrators are prepared for the twenty-first century, not clones of existing staff and other "good old boys." New staff must be competent in foreign languages, current in the use of educational technology, and possessed of a broad world view. Leaders must assure that new staff are the best available, not those who fit most comfortably within existing molds.

Hiring should also be used as a vehicle to create staff diversity. Minorities should be actively recruited and hired, even in communities where few minorities reside. Diversity that leads to understanding is the goal, not matching staff and population demographics.

Promote Partnerships. Leaders must develop partnership with other colleges, other segments of education, government agencies, and business and industry to assist common goals. The success of the entire educational system must be the primary interest of all participants, and each segment must place common interests above self-interests. Rather than protecting turf, colleges must be willing to develop partnerships with other colleges, for instance, by subcontracting services to replicate successful training programs for major corporations at multiple sites to assure national quality control. Partnerships with the private sector must be formed to provide the training students need to compete internationally. Partnerships with foreign governments to assist their development should be pursued for the mutual benefits that accrue to such efforts.

Broaden the College Curriculum. Leaders must work with their faculty to broaden the college curriculum to impart larger world views to all students, not just those intending to transfer to universities. All students should receive greater dosages of foreign language, literature, and history—not just from the western world. Student and faculty exchange programs should be expanded in number and scope to include Asia, Africa, and South America. Cross-disciplinary seminars on intercultural matters should be included in all curricula.

Promote the Professional Development of Faculty. College leaders must assure that their faculty are involved in continual professional development to increase their subject mastery, to use educational technology, to broaden their perspectives, and to learn new skills required to compete effectively in the changing environment. Such programs should receive generous support as integral to college development, and faculty accomplishments should be noted and rewarded. A major component of faculty development programs should be overseas assignments and faculty exchanges.

Work to Improve Graduate School Education. As employers, college leaders must work with graduate programs to assure that their students have the skills sought by world-class colleges in their staffs. Graduate programs should require proficiency in foreign languages, intercultural seminars and experiences abroad, and cross-disciplinary courses in professional schools outside the college of education. Preparation needs to be updated to reflect the current demands of the international arena.

Colleges in both the United States and Canada have important roles to play in assuring the economic competitiveness of their respective nations. College leaders must develop enlightened world views if they are to assure that their colleges respond effectively to the challenges posed by the changing world economic order. However, individual pockets of excellent colleges are not a sufficient response to the challenge, even though they can serve as catalysts to inspire others. Leadership is required to assure that all community colleges join forces to take advantage of the window of opportunity opened by the otherwise menacing emergence of a global economy.

To survive, colleges must demonstrate their effectiveness in equipping their students to compete internationally. To prosper, they must join with partners throughout the world to assure that the enlightened self-interests of colleges, businesses, and governments assist the common interests of the global community.

Robert A. Gordon is president of Humber College of Applied Arts and Technology, Etobicoke, Ontario. He is former president of the Association of Canadian Community Colleges. Among other appointments, he serves on the Premier's Council for the Government of Ontario, the Board of Directors of the College Consortium for International Development, and the Steering Committee of Vision 2000, a project of the Ontario Council of Regents for Colleges of Applied Arts and Technology. This paper was abstracted from his keynote address, "Leadership: A Global Perspective," given at Leadership 2000, a recent conference of the League for Innovation in the Community College and The University of Texas at Austin held in San Francisco, June 11-14, 1989.

Volume 2, number 11
July 1989

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College, 25431 Cabot Road, Suite 203, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

A FOUNDATION FOR RENEWAL

Albert L. Lorenzo

Educational leaders should be judged by their ability to maximize both organizational performance and mission effectiveness. In most industries, above average performance and organizational vitality are usually easier to achieve during periods of sustained growth. The real test of leaders and their organizations typically comes when growth begins to give way to stability or decline. At this point, continued institutional success may depend more heavily on leadership than on any other factor.

Community colleges are no exception. Having been propelled for nearly three decades by a tidal wave of growth, many institutions have achieved the distinction of being high performing and extremely effective in carrying out their missions. However, for many two-year colleges, perhaps the majority, rapid growth has given way to a "maturity phase," characterized by enrollment stability or, in some cases, decline. During this stage of development, the key leadership task is to establish a foundation upon which organizational renewal can occur.

The Option of Renewal

As people mature, the differences among them become more pronounced. Much the same is true for organizations.

New entities starting business at the same time and within the same industry are amazingly alike. In their formative years they often imitate each other's ideas and practices. Early differences in organizational ability allow some to achieve more than others, but it is only in maturity that significant differences emerge: the strong excel, the weak falter, and the average exist.

Management scientists and organizational theorists often use the concept of "organizational life cycle" as a basic framework for study. Life cycle theory suggests that as organizations age, they pass through a series of identifiable stages, with each period exhibiting different internal characteristics and requiring different leadership practices.

Authors generally agree that a minimum of four stages exist: birth, growth, maturity, and decline. Some identify a fifth stage, renewal, which can occur after maturity. Renewal is characterized as a period of significant revitalization and respiriting for both the organization and its people.

Some authors exclude the renewal stage because, unlike the other phases, it does not automatically occur as part of the life cycle sequence. It is an optional phase which generally develops only as the result of some specific action on the part of organizational leaders.

The Value of the Life Cycle Theory

The life cycle concept can help to provide an understanding of how organizational characteristics and measures of effectiveness are likely to change as entities develop. Additionally, studies have shown that the major criteria for defining effectiveness are likely to change in predictable ways as an organization passes through the various stages of the life cycle.

Beyond organizational effectiveness, life cycle theory can also help explain why certain leadership behavior appears to be right for the times. Passage to a new life cycle stage clearly calls for new directions and may well be the most compelling reason to initiate changes in organizational practices and leadership approaches.

Possibly the most valuable aspect of studying the life cycle of an organization is to learn to identify when an organization makes the transition from growth to maturity. Once in maturity, the next automatic stage is decline. Knowing that an organization has reached maturity, however, can be a signal to begin establishing the foundation for a subsequent phase of renewal.

It is important to remember that progression through the stages of an organizational life cycle is not merely a function of the passage of time. The rate of change in business volume is the key indicator. Simply stated, maturity begins when sustained growth ends.

An example of how life cycle theory can aid in understanding change can be seen by looking at the issue of effectiveness. One of the predictable changes which usually accompanies the transition to later life cycle stages is a shift from interest in quantity and inputs to a concern for quality and outcomes.

Since so many of today's public and private organi-

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

zations are moving into maturity at the same time, life cycle theory would suggest that the current national preoccupation with quality and excellence is both predictable and appropriate.

Preparing for Change

The mass movement into the maturity stage may account for the many new preferences and changing areas of emphasis emerging within the community college industry. If classical life cycle theory applies to community colleges, then it should be possible to know in advance some of the changes which are appropriate for this new life stage. By adapting the findings of many private sector studies, the following general scenario describes the organizational changes that occur in a community college as it enters the maturity phase of its life cycle.

In the most general terms, the organization's overall situation tends to become more complex. The influence of founders and the dominance of board members and key figures diminishes in deference to the wants and needs of the college's clientele. More information processing procedures can be expected to evolve and typically include sophisticated computer systems, performance controls, environmental scanning activities, planning procedures, and enhanced communications systems.

The early emphasis on resources acquisition and the performance of individuals (inputs) gives way to a concern for organizational effectiveness and performance (outputs). As mentioned earlier, measurements of effectiveness shifts from concern for quantity to a regard for quality.

Characteristics related to innovation such as risk-taking and pro-activity, which are generally at high levels during birth and growth phases, predictably yield to conservatism in maturity. Since innovation is a critical prerequisite for moving into renewal rather than decline, a key leadership responsibility becomes preventing organizational complacency and encouraging openness to experimentation and change.

During the transition from growth to maturity, colleges should expect to see organizational functioning and decision-making processes shift from relatively simple to more complex forms. Similarly, organizational structure tends to become more formal and centralized. Some may characterize this movement as a shift toward greater bureaucracy.

By the time the maturity stage arrives, the institution is providing a comfortable workplace environment for most staff. Leaders are expected to provide frequent and well-substantiated arguments as to the need for change. One of the most difficult tasks is to advocate for change in aspects of the institution that have been performing well.

Finally, future growth, if any, should be expected to occur slower and more sporadically than in past life cycle stages. Unlike the private sector, a resurgence of business volume may not always accompany renewal in a community college. But like other industries, there is no limit to the improvement in organizational spirit and vitality which can occur.

In essence, as community colleges shift from growth to maturity, the emphasis is no longer on building the entity, but focuses more directly on effectively utilizing the entity. Most importantly, maturity signals that a community college has two options for its next life cycle stage: renewal or decline.

It follows, then, that one of the critical challenges for leadership during the maturity stage is to establish the foundation for a subsequent stage of renewal and to avoid a direct transition into organizational decline.

Mission Effectiveness: The Cornerstone of Renewal

Although a number of generic conclusions can be drawn from life cycle theory, each institution must establish specific goals and actions within the context of its own environment. This involves a review of the college's mission statement; determining a unique set of organizational philosophies, definitions and models; setting specific directional goals; and finding effective methods for communicating these to the institution's key constituencies.

Certainly there are a number of areas where institutional attention could be focused as the organization prepares itself for renewal. The most logical, and perhaps the most beneficial starting point is to concentrate on mission—a reexamination of what it should be and on how well it is being achieved.

Establishing an institution-wide focus on mission and mission effectiveness can create a common ground for most internal audiences and can serve as a constant reminder that the ultimate goal of the community college must be measured in terms of teaching effectiveness as demonstrated by student development and community benefit.

Albert L. Lorenzo has been president of Macomb Community College, Warren, Michigan, since 1979. His private sector experience includes service on several corporate boards in the fields of banking, health care, research, and human service organizations.

The ideas contained in this abstract were also presented at "Leadership 2000," a leadership development conference conducted by the League for Innovation in the Community College and The University of Texas at Austin in San Francisco, June 11-14, 1989.

Volume 2, number 12
July 1989

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College: 25431 Cabot Road, Suite 203, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

THERAPEUTIC LEADERSHIP

John H. Anthony

Social, economic, and technological forces have forged an extraordinary period of change and a time of exciting opportunity. Changing conditions challenge political, educational, and corporate leaders in all organizations to throw off the vestiges of past ineffective management and leadership practices—ones steeped in control, imagery, structure, authoritarianism, power, fear, and rigidity—and to develop and implement new organizational and leadership practices that allow greater flexibility, increase responsiveness, and promote vision and creativity.

Traditional concepts of managerial control and charismatic leadership may have been effective in previous circumstances. However, these constructs are simply not designed for the dynamic nature of contemporary organizations, nor are they well-suited to meet the needs and expectations of increasingly sophisticated individuals who work in these organizations. Time-worn practices may actually inhibit the entrepreneurial spirit of taking risks and assuming responsibilities necessary to maintain vitality within modern institutions, including community colleges.

Simply, people and organizations are more complex and fluid. The critical challenge to leaders is to mobilize their organizations and the individuals that comprise them to work toward commonly held goals, purposes, and shared visions. They must develop ways to resolve differences between the goals and needs of individuals and their organizations to allow both to grow and prosper. Past management practices and traditional concepts of leadership are not designed to meet these challenges. Rather, they require the art and practice of therapeutic leadership.

Not to be misled by the term, therapeutic leadership is not a quasi-medical treatment. Therapeutic leadership is a process and a style of leadership designed to bring about social interaction and positive social change in the context of organizational and individual needs.

Leadership and Organizational Structure

Unfortunately, most organizations remain configured in traditional ways. Yet, the very nature of traditional organizations with pyramidal structures, formally designated roles, lines of authority, rigidly defined communication channels, spans of control, and other formalities encourage managerial control and leadership prescriptions which tend to ignore the social and egoistic needs of individuals. Such needs include a sense of personal value or self esteem, a means of involvement in creative work, a feeling of contributing on a worthwhile level, recognition, and a sense of accomplishment.

In contrast, a flat-matrix organization promotes effective working relationships among all constituencies and is an appropriate vehicle for the therapeutic leader. This type of organization puts a premium on teamwork. It effectively and expeditiously carries clear and accurate information to the decision makers where decisions can be made at that point closest to the problem. It also precipitates the free flow of information where communications move in all directions—up, down, sideways, and around—developing both good lateral relationships and communications. The flat-matrix functions on the premise that no one individual has the intelligence or energy to respond to increasingly complex and accelerating demands and that input must be obtained from all those involved. Staff are considered valuable team members, and they are charged with responsibility for the well-being of the entire institution.

Basic to the therapeutic leadership approach is the belief that it takes teamwork to get things done in organizations. Leaders build teams with spirit and cohesion, teams that feel like family, teams that believe they can make a difference. In order to have an effective team there must be harmonic interaction, for the probability of success increases proportionately with the degree with which staff harmoniously adjust themselves to each other and to their environment.

Role of the Therapeutic Leader

Where all staff are responsible for the well-being of the entire institution, the therapeutic leader is responsible for the well-being of all staff. The therapeutic leader's primary job is:

a. To help all individuals in an organization feel good about themselves and their work.
b. To promote and enhance individuals' personal growth and to build their confidence and self-esteem.
c. To reduce anxiety in the workplace and emphasize mutual supportiveness among all members of the organization and community.

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

d. To cause others to feel stronger, independent, and active.
e. To encourage organizational members to have fun and enjoy what they are doing.
f. To be positive and constructive.
g. To establish and model authentic, open, trusting, and honest relationships.
h. To exhibit empathy and unconditional positive regard for others.
i. To listen with understanding.

Communication requires two-way listening, and the therapeutic leader must be able to communicate effectively. Good communications among individuals are themselves always therapeutic. The major barrier to effective interpersonal communications is the tendency to judge and approve or disapprove the statements of others. Such judgments come from personal frames of reference. The therapeutic leader listens from and understands the other person's point of view. Therapeutic leadership also requires the leader to "know thyself"—to know one's own strengths and weaknesses, feelings, and motivations; and to "make thyself known"—by presenting an honest expression of oneself to others.

Therapeutic Versus Charismatic Leadership

One of the more popular leadership styles currently espoused in the literature is that of the charismatic leader, a style that relies on the personal qualities of the leader to inspire. The premise behind charismatic leadership is that people want to be led by those they respect, admire, and even adulate, and that they can be motivated to give up their own interest to support those expressed by the leader.

Yet effective leadership in increasingly complex and changing times has little to do with charisma. To quote Peter Drucker, "Charisma becomes the undoing of leaders—it makes them inflexible." James Fisher argues that charismatic leaders must establish social distance between themselves and those they wish to influence. Such distance allows charismatic leaders to maintain a facade of mysticism, confidence, style, poise, and other qualities that cannot withstand closer view.

Yet, the requirement to create social distance is diametrically opposite to the aim of therapeutic leadership to promote and sustain social interaction. Social interaction requires an honest expression of oneself, it requires congruence between self and role. Charismatic leadership relies heavily on inspiration, emotional dependence, devotion, awe, and reverence. Therapeutic leadership relies on empathy, emotional independence, self-disclosure, authenticity, and critical self-analysis.

Contrasts between charismatic and therapeutic leadership styles abound. Charismatic leaders tend to thrive in large bureaucratic, structured, pyramidal organizations with many levels in the hierarchy, where social distance is easy to maintain. In flat, less structured organizations, social distance is much more difficult to achieve. Charismatic leadership emphasizes external features, such as appearance, formality, power, and authority—the large "I."

On the other hand, therapeutic leadership emphasizes internal characteristics, such as the substance, integrity, empathy, and genuineness of the leader—the small "i." Perhaps largely for these reasons, charismatic qualities diminish over time while therapeutic qualities improve, as trust develops and awareness of a leader's character becomes more apparent. The challenge of moving away from a reliance on the trappings of charismatic leadership to the substance of therapeutic leadership affords leaders multiple opportunities to contribute to institutional and individual growth and development and to attain long lasting, personal, and professional rewards.

Community colleges face enormous challenges in an increasingly complex and rapidly changing environment. To be successful, their leaders need to adapt their leadership styles and management practices, requiring many to change fundamentally long-practiced behaviors. New leaders must be prepared for a future in which therapeutic styles are likely to be more effective than charismatic styles. The leadership of all constituents of the college community, including boards of trustees, faculty, administrators, classified staff, students, and community groups, need to develop an appreciation for what can be achieved by participating in an environment of open communication, trust, and regard for the needs of others. It is up to the president to model such therapeutic behaviors as a community leader.

The future will require those of us in such positions to keep our eyes, ears, and minds open. It will require us to listen and to involve, to coach and to develop, to enrich and to motivate, to risk and to credit, to care and to express concern, and to laugh—especially at ourselves. In the final analysis, our success as leaders will require us to be "only human."

John H. Anthony is the founding president of the Collin County Community College District, McKinney, Texas. He is the former president of the Portland Community College, Portland, Oregon; Cayuga Community College, Auburn, New York; and Los Angeles City College, Los Angeles, California. Dr. Anthony is actively involved in community college leadership activities at both the state and national levels and serves as an adjunct professor of higher education at East Texas State University.

This abstract summarizes material presented at "Leadership 2000," the first annual international leadership development conference for community college teams conducted by the League for Innovation in the Community College and The University of Texas at Austin, June 11-14, 1989, in San Francisco.

August 1989
Volume 2, number 13

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College, 25431 Cabot Road, Suite 293, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

ETHICAL SUSPICIONS BETWEEN FACULTY AND ADMINISTRATORS

Donald E. Walker

Accusations of unethical behavior by faculty and administrators inevitably accompany conflict; however, truly unethical behavior in colleges is rare. Standards of right and wrong behavior are fundamental to academia. Rare cases of misconduct, such as falsifying results of laboratory experiments, are widely publicized precisely because they are so uncommon.

All in all, academicians are rather high-minded, ethical people. However, in times of stress, chronic and deep-seated suspicions surface among faculty and administrators regarding each others' ethics. These result, in part, from very different perspectives of their institutions, and the two major competing views, pietistic and secular, are both rooted in perceptions of how a college should operate, not usually in how one actually does.

The Pietistic Perspective

The pietistic perspective holds that knowledge and learning are for mankind and the ages. Scholars, therefore, are responsible to supra-institutional and supra-cultural mandates, perhaps even to metaphysical standards of right and wrong. Knowledge is valued because it is useful to human beings. A scholar's moral mission is to store, nurture, and augment knowledge toward that use.

Loyalty to Discipline. Just as the ultimate loyalty of a priest is to God rather than to a church, the loyalty of a scholar is to a discipline rather than an institution. All scholars have equal authority. Some may have achieved a greater degree of grace than others, but they will be ultimately judged in terms of eternal and imperishable values for which the evidence is never finally in. It follows that only scholars can judge other scholars; peer review is the final test. Scholars, then, should also hire and fire. Only a chemist can say who a good chemist is.

Student as Apprentice. In the pietistic view, faculty view students as apprentices. They are junior colleagues, and a faculty member can best assist a student's development by training in preparation for entrance into a scholarly discipline. The highest calling for faculty, as for some monastic orders, is to clone themselves in succession to be keepers of the faith.

Administrator as Servant. This view constrains the work of administrators, for scholars always work with colleagues, not for bosses. The president of a college is viewed as the executive secretary to the faculty. When the faculty cry out for leadership, they are really demanding one who will articulate the faculty value system clearly and defend it vigorously. Other administrators are also regarded as employees of the faculty. They are hired to do the work that will guarantee the integrity of the teaching and learning process.

The Secular Perspective

The secular perspective is fundamentally different than the pietistic, and it is espoused more by administrators than by faculty. The secular view is that colleges are established by society to serve society's purposes, not to provide good jobs for faculty. If a college fails to meet these purposes, society can simply withhold support—by government action for public institutions and through donors for private ones.

Loyalty to Institution. In the secular view, a college is not a sanctuary or monastery where scholars are accountable only to one another or to some abstract standard of morality. The college is a service institution, supported by society because of its value and the uniqueness of its services. Hence, the public has a right to intrude into college affairs through duly established channels—governing boards or administrators.

Student as Consumer. The secular perspective also includes a market mechanism embedded in a college's relationship to its students. Students are primarily consumers rather than apprentices. If they are trainees, it is only in a general sense, not in a specific, academic discipline. Students in recent years have tended to share this orientation rather than the more pietistic view of faculty. Community colleges, in particular, have responded to students as consumers by continually changing their curricula to reflect market demands.

Different Perspectives Exacerbate Conflict

To those holding a pietistic view, generally the faculty, administrators are often seen as slaves of expediency, market-oriented, petty putterers too willing to subvert scholarship for financial or public relations gain. At colleges under stress, the differences in the perspectives of administrators and faculty tend to be exacerbated, sometimes to the point that each others' motives or ethics are called into question.

Administrators on troubled campuses tend to be viewed as Machiavellian, short-sighted, high-handed

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

individuals too susceptible to external, parochial pressures. In return, administrators under stress are predisposed to view faculty as impractical, self-indulgent, self-serving, careless of standards and procedures when it serves their purposes, and on the verge of ethical dereliction. Conflicts that ensue from such different and antagonistic views are illustrated by the issue of faculty workload and accountability.

Workload. From a pietistic perspective, calls for faculty accountability from administrators are chronically irritating, with the faculty maintaining that their activities simply cannot be meaningfully measured in quantitative terms. To faculty, such calls amount to unethical capitulation of spineless administrators to outside bureaucratic meddlers.

The secular view, however, holds that service to the institution as well as to a discipline requires faculty to express their commitments in reasonable amounts of time spent on campus, posted class schedules and office hours, and other college duties. Administrators sometimes view faculty as unethical in their reluctance to account for their activities and their suspected willingness to dissemble.

From a pietistic point of view, accounting for workload is like holding a stopwatch on a priest serving mass. Professors should not be asked to account for what they do; their efforts have a moral and creative value that simply cannot be translated into market terms. From the secular perspective, if faculty are indeed priests, then administrators are the faithful who drum up support, and even construct, the cathedral. Administrators are experts in their own right, and they know how to get things done. Faculty members lack the time, or the interest or ability, to arrange the ordinary affairs of the college; if left to their own devices, they would not do so.

Apart from the question of whether workloads should be measured at all, the pietistic view is that faculty should decide how their efforts are to be distributed, how many courses will be offered, the nature of those courses, and the optimum number of students in a class. Ideally, they believe that individual faculty members should account for their own efforts, for the work of scholars is not place-bound and cannot be judged exclusively as a campus activity. Work is best carried out where scholars work best. To require faculty to teach an inflexible number of hours, maintain a set office schedule, or to be on campus a stated period of time is inappropriate and counterproductive.

Secularists counter that experience belies avowals that if rules are unwritten and informal that matters will order themselves. They argue that legitimate standards of work and effort can be determined and that faculty quality and output can be judged effectively by observation and common sense. Administrators tend to view faculty who insist on the unquantifiable character of the creative process as unproductive, as confusing worry about working with work itself. Administrators insist on playing a role in this process because professional courtesy prohibits faculty from exercising rigorous restraints or standards over one another.

In times of financial stress, those holding the pietistic view believe economically mandated cutbacks should be effected by releasing administrators. After all, administrators serve the faculty, and the faculty can simply decide to be satisfied with fewer services. Those holding the secular perspective, primarily administrators, respond that it would make more sense to conserve administrators to continue basic college functions and to ask the remaining faculty to increase their loads by a few students. Each side views the other in such conflict situations as callous and ethically imbecilic.

Affirmative Action. Pietistic and secular views also clash over affirmative action. It is not that colleges are inhabited with bigots, but the pietistic value system does not allow considerations of sex or race to enter into hiring decisions for scholars. Affirmative action considerations are viewed as unethical intrusions.

The secular point of view, however, holds that insensitivity to minorities and to women undermines basic constitutional guarantees and the rules of a democratic society. Therefore, outside intrusion is morally justified and necessary if reasonable affirmative action standards are not met. Suspicions of unethical behavior surround such issues precisely because both sides believe that they have taken the high moral ground.

This outline of the extremes of the pietistic and secular perspectives is probably sufficiently recognizable to irritate all parties. Resentments arise not so often from the actions of others as from the interpretations of those actions. Yet, both pietistic and secular perspectives are correct, justifiable, and ethical to considerable degrees. Society recognizes, perhaps imperfectly, that academic professionals require freedom and latitude if they are to serve society well. Faculty also recognize, with varying levels of awareness, that the academic world is perceived differently by outsiders, and they can sometimes appreciate the role of administrators in mediating those differing views.

The academic leadership of a college has a major role and responsibility to mitigate the ethical suspicions that arise out of the differences between pietistic and secular views. Leadership must create an environment where dialectical change is encouraged, where people deal with one another not as scoundrels but as colleagues, and where differing interests are resolved in ways that reduce tension and permit action. A growing awareness of the virtues of shared governance provides a climate for conflict resolution that can be nurtured to the mutual gain of all.

Donald E. Walker is chancellor of Grossmont-Cuyamaca Community College District, El Cajon, California. He is author of The Effective Administrator (1979) published by Jossey-Bass.

This essay is abstracted from "The President as Ethical Leader of the Campus" in New Directions for Higher Education, 33 (1981) from the same publisher.

Volume 2, number 14
August 1989

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College, 25431 Cabot Road, Suite 203, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

VISIONARY LEADERSHIP AND LONG-RANGE PLANNING

Jeff Hockaday and Don Puyear

All serious college leaders engage in planning for the future of their institutions. Planning models of various kinds have come in and out of fashion. Unfortunately, too many of these models have been overly complex and cumbersome and have contributed to some reluctance among community college leaders to invest scarce resources in elaborate planning processes.

However, long-range planning does not need to be an uninspiring exercise in data collection and projection. Rather, a well-conceived planning process can be used to create a vision of what an institution can become and of alternative strategies for realizing that vision. Planning can be used to inspire constituents and invigorate their efforts to achieve the college's full potential.

The style of planning espoused in this paper is concerned about vision and leadership. It has little to do with the compilation of statistics or the prescription of future decisions so often called long-range planning. It is a style that both requires leadership and can assist leaders to prepare their institutions for a vigorous future. This step-by-step, long-range planning process is that employed by the Virginia Community College System.

Developing Consensus Regarding Mission

The first essential step in planning is to develop consensus regarding an institution's mission. Since the mission defines what is ultimately to be accomplished, it is impossible to make meaningful progress toward defining goals or strategies until there is general agreement on mission. One cannot simply assume that there is consensus regarding mission because no one has objected to the present statement. The formal mission statement needs to be examined periodically through a deliberate, institutionwide process. If a change is indicated, then the first outcome of the process is the charge to revise the mission. If no change is called for, the mission is reaffirmed and constituents are reminded of its content. This updated or reaffirmed mission statement is the standard by which issues that emerge in the course of the planning process are evaluated.

In 1985, the Virginia Community College System employed a systemwide task force and a three-day workshop to examine its mission statement. Only slight modifications resulted, but there was a heightened awareness and understanding of the mission as a result of the process.

Identifying Issues to Be Resolved

A long-range plan must speak to the issues about which college constituents are concerned. The effectiveness of the process for identifying issues that affect the future of the institution is of critical importance to the credibility of the planning and the validity of the results.

A Committee on the Future of the Virginia Community College System, appointed by the state board in February 1988, provided direction to the planning process. It issued a call for papers through a systemwide newsletter as well as the system's normal administrative channels. This call for papers described the planning process, provided a list of topics that the committee envisioned would be addressed in the plan, and asked any interested parties to express their views, concerns, or positions regarding those topics. Over one hundred papers were received; all colleges in the system were represented. Faculty, staff, administrators, and board members contributed individually or in groups. The papers ranged from one-page position statements to tomes of thirty or more pages. All papers were reproduced, arranged by subject, bound, and distributed to participants in the planning workshop that followed.

Reconciling Issues and Mission

Issues must be reconciled with the mission and the political and practical realities in which the institution functions. Matters of great concern to some may be of little interest to others. Many issues are complex, and there will be competing strategies—some mutually exclusive—for addressing them. There are a number of methodologies to assist a group develop consensus. Whatever process is employed, however, the consensus must be genuine and as representative of all institutional constituents as possible. If consensus is not possible, then the majority and significant minority positions must be considered as the long-range plan is developed.

In the Virginia process, the papers described above and other readings provided a background for members of a "Committee of 100." This committee included representatives of business and industry; other state agencies; local college boards; the state board; and college administrators, faculty, staff, and students. It met for a three-day workshop in September 1988, when the members participated in a charrette (a consensus-

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

building group process) and made specific recommendations on a number of issues facing the system.

The recommendations of the Committee of 100 provided the basis for the system's long-range plan, *Toward the Year 2000: The Future of the Virginia Community College System*, which was unveiled at the VCCS Annual Meeting in November 1988. Issues addressed in the long-range plan were discussed in detail at several of the annual meeting sessions.

Establishing Priorities

More issues are likely to emerge than can be addressed simultaneously. Various recommendations will compete for time and resources. While all of the recommendations may be valid and even important, only a portion of them can receive attention at the same time. Therefore, the consensus-building process must be extended to establish the priority of the recommendations. In many ways, this is the more difficult process, since perceptions of winners and losers are unavoidable.

Priorities for Virginia's systemwide recommendations were established by the state board after considering the results of two meetings with local college board chairmen and a questionnaire addressed to a broad cross-section of VCCS leaders, faculty, staff, and students. Priorities for recommendations addressed to the colleges were determined locally at each college.

Mobilizing to Accomplish Priorities

Vigorous, visible, and valid activity must be directed toward the accomplishment of recommendations established as high priorities. People throughout the institution—and beyond—must see that the planning process has caused things to be better than they otherwise would have been. When this is accomplished the process will be seen as having value, and enthusiasm will be generated for both the process and the results.

In Virginia, the following six task forces were named to address the more urgent recommendations emerging from the planning process: General Education; Faculty and Staff Development; Educational Telecommunications; Continuing Education and Non-Credit Instruction; Economic Development and Adult Literacy; and the Master Plan for Colleges, Campuses, and Facilities. The task forces are scheduled to conclude their work during the 1989-90 academic year.

Providing Accountability and Reinforcement

Long-range planning represents a considerable commitment of time and resources. Therefore, it is both necessary and appropriate to demonstrate that the process is a wise and prudent expenditure of those resources. One strategy for accomplishing this responsibility is to provide regular reports on results to both leadership and constituent. Activities that take place to address the recommendations developed in the plan should be well-publicized. An appropriate celebration is in order when a major recommendation is accomplished. There is nothing unethical about placing a relatively easy, but popular, recommendation (should there be one) on the top of the agenda, accomplishing it quickly, and letting all who are interested know it. The point is that participants must feel that the time and energy that went into the planning effort made a difference.

A number of recommendations were accomplished quickly in Virginia. Recommended changes in both board policy and legislation were under way before the plan was complete. A proposal to recognize outstanding teachers met with enthusiastic approval and was implemented even while the priority-setting process was continuing. These early accomplishments created a positive climate and made setting priorities much easier. Further, the questionnaire results demonstrated that a number of the recommendations represented a continuation of current practice (high in importance but low in perceived change from current practice). It was relatively easy to produce reaffirmation of these practices.

Task force meetings and other activities related to the plan are regularly reported at meetings, in a newsletter, and in written reports distributed widely throughout the system. Progress on accomplishing the recommendations of the long-range plan will be a major topic of the next VCCS annual meeting in November 1989.

A well-conceived long-range planning process provides the opportunity to exercise visionary leadership. Such leadership provides a process, with reasonable parameters, in which those who have responsibility for the enterprise can determine to some degree its future and in which those who participate can come to claim some ownership. Planning is a process of giving and taking, of aligning hopes with institutional and political reality, and of prioritizing the outcomes of deliberations. Leadership can keep all considerations within the scope of that which has been determined to be the mission of the enterprise. Demographic projections and other statistics provide background information. They are useful, but they do not drive the planning process. Rather, visionary leaders enable others to participate in planning the future of their college.

Jeff Hockaday is chancellor of the Virginia Community College System. Previously, he was president of Central Carolina Technical College. He has served on the Board of Directors of the American Association of Community and Junior Colleges and has held numerous other state and national community college leadership posts.

Don Puyear is assistant to the chancellor for special projects. He chaired the Committee of the Future of the Virginia Community College System and was principal author of Toward the Year 2000: The Future of the Virginia Community College System. Previously, he was president of Central Virginia Community College.

Volume 2, number 15
September 1989

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College, 25431 Cabot Road, Suite 203, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

RETAINING A PEAK-PERFORMING PRESIDENT

Terry O'Banion

It is widely accepted that the most important task of a board of trustees is to select the right president for the job. It follows that the second most important task of a board is to hold on to a president when it has a good one.

Various reports and commissions conclude that the presidency of a college or university is a difficult, if not impossible, job, and the presidency of a community college is even less attractive than others. Given this picture, a board would be well-advised to make every effort to hold on to a president who is a peak performer.

If the institution is functioning efficiently and effectively, if the climate of the college is positive and all constituents are committed to enhancing student learning, if the president and board work well together, if the president is well-established in the community, a good board will not allow a good president to get away and take a chance on a replacement

Challenge and Support

A board that wants to hold on to its excellent president must build a balanced climate in which the board both challenges and supports the president in leading and managing the college. If challenged to be the very best president possible, a peak performer will view the college as a place worthy of loyalty and commitment.

Challenge. Challenge should come, however, as part of a climate in which support is a key element. Board members can challenge a president to expand vision, take risks, build community, and explore new approaches when the president knows the board also supports these efforts. If challenge is petty—questioning small expenditures, reviewing appointments in too much detail, directly administering programs or activities—it will be difficult for such a board to keep an excellent president or attract a good replacement. Challenge must come in a carefully constructed climate of mutual trust and respect in which a president can take joy in accomplishments. Presidents will not usually be looking around for other positions in the presence of healthy challenges.

Support. Support from the board is crucial both to maintaining the president's commitment to the institution and ability to serve the institution effectively. Even in the best of colleges, situations will arise that require the board to express, sometimes publicly, its support of the president. Personnel problems and controversial programs are often flashpoints for conflict in the institution or community, and a president is the most visible target.

During collective bargaining, the president is a clear target for the tensions and frustrations that can accompany negotiations. Board members and union members find safety in numbers or in offices temporarily held, but a president must bear the full brunt of attack. More than one president has left a position because of lack of board support in such situations. If the board does not support the president when he or she is correct or carrying out board consensus, the bond between board and president will quickly dissolve. Quality presidents have many job options, and few will work for a nonsupportive board.

Boards should also support outstanding presidents in performing the multiple and complex tasks of leading and managing colleges by providing highly competent administrative staff and secretaries; up-to-date office equipment; and special services from speech writers, public relations experts, and political consultants.

Professional Development

A board can prevent a president from leaving the institution out of boredom by paying attention to his or her need for continuing personal and professional development.

Affiliation and Peer Support. Presidents often lead lonely lives. Conventional wisdom has admonished them not to develop close personal relationships with board members, faculty, or staff. In the community, they almost always live behind their public masks as representatives of the college at the cost of authentically rich personal relationships. Presidents, then, need and should be encouraged and supported to develop affiliations with state and national professional organizations and to form peer networks for support.

Growth and Development. Boards should also grant peak performers administrative leaves to foster their growth and development. Three months paid leave every three years or six months leave every five years are popular models. Some top presidents may wish to teach in a local university or provide key leadership for developing a local museum or symphony orchestra. They may want time away from day-to-day demands to reflect and to write about their experiences and their ideas. Support for such activities can help secure a president's allegiance.

Change and Contribution. Quality presidents thrive on new ideas and projects. The daily administrative routine wears them out, but they are revived when able to plan a new building, organize a new program, or develop a liaison with college leaders from another country.

Outstanding community college presidents often wish to serve as mentors, advisers, and teachers of the next generation of leaders, and they do so with immense satisfaction. Boards should encourage their peak performers to make these contributions for the good of community colleges and for the satisfaction that accrues to the president from service well given.

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

Salary and Benefits

The board that is highly satisfied with its president should have a long-range plan to support that president to retirement and beyond, always with the contingency that the president continues top-quality performance.

Salary. Some great presidents have been lost by boards on a margin of $10,000. Yet, the search process to replace the president lost will cost from $10,000 to $50,000, not to mention the increase in salary probably required by the next president plus relocation costs. The other costs of change—expended time and energy, increased internal stress, adjustments to style differences, loss of continuity and community contacts, and program disruption—can be even more substantial. It usually takes an institution two to three years to stabilize when presidents change, and if the replacement does not work out, the institution can be harmed immeasurably.

Salary should seldom be the reason for losing a good president. The board must deal with the realities of the local environment—limitations placed by salaries of other local and state officials, faculty salaries, and perceptions of fellow board members who may earn low salaries. A board that wants to keep its president will recognize and deal with these limitations. Board members can assure themselves of the value of their president by studying the compensation packages of other leading community college presidents and by becoming knowledgeable of their president's national marketability. They should attempt to educate local and state officials, faculty, and others of the value of their investment in the president and their intention to maintain and enhance that investment.

Benefits. If local and state circumstances do not permit the $100,000 plus salaries top community college presidents command, boards will need to design creative benefits to hold on to a leader of proven quality. Boards can enhance base salary with supplements from the college's foundation; pay $9,500 at the beginning of each year into a 403(b) plan for retirement; pay the president's contribution to the state retirement plan; provide special annuities and insurance policies; commit to an annual supplement of $5,000 to $10,000 for each year served to be paid following retirement; and commit to lifetime health benefits for a return commitment of years served. Boards can grant long-term contracts, increase vacation days, support annual physicals, provide consulting days, purchase automobiles, pay for liability and disability insurance, pay professional and club membership dues, and provide spouse travel. When salary increases are politically impossible, a home or housing allowance can help keep a peak performer. Top community college presidents receive most of these benefits in addition to an attractive salary.

Help from the Board Chair

A peak-performing president deserves a peak-performing board chair, one that can establish a finely honed working relationship between the board and president and can foster an effective culture and style for doing college business. The selection of the board chair, then, can be critical to retaining a top president.

Most community college board chairs are elected for one-year terms, and many colleges rotate board chairs based on seniority. While these approaches may seem fair and politically sound, they do not guarantee that the best board chair will be selected. Changing board chairs every year can be as disturbing to the institution as changing presidents every year would be. An outstanding board that wants to hold on to an outstanding president should consider changing its policies to allow for the best board chair to be elected, even if that means the same person will hold office as chair for a number of years.

One of the chair's primary responsibilities is to manage other board members, and only the best board chair can do this effectively. An effective board chair frequently reminds other members of the difference between policy and administration; forcefully reminds the occasional transgressor that the president works for the board as a whole and not for any individual member; and understands splits, personality clashes, and political divisions within the board as his or her primary responsibility to resolve, rather than the president's.

Board members must also take an active role in orienting new members to the special style and culture of the board. A retreat, early in the tenure of new board members, can signal the value continuing board members give to their membership. It can provide opportunities for all participants to review programs and to make and renew commitments to the special bonds and culture that have proven effective. A special feature should be a frank discussion of the value of the president to the institution and the board's responsibility for maintaining and enhancing that value. The board chair or other respected board member must lead this discussion and help new board members understand the rationale behind the president's salary and benefits, staff development opportunities, and challenge and support from the board.

Almost every major study of leadership in higher education points to the president as the key to an institution's effectiveness and reputation. In community colleges, there is not a surplus of these peak-performing presidents. A board that wishes to retain the services of an outstanding president or wishes to attract such a president must itself be a special board, a board that is willing to exercise leadership by supporting its president in some or all of the ways suggested here. An excellent board will pay attention to the second most important role of the board: maintaining and holding on to an outstanding president. If the board does not pay sufficient attention to this role, it will spend an inordinate amount of time on the most important role of the board: employing a president, employing a president, and employing a president.

Abstracted by permission from an article of the same name in *Trustee Quarterly* (Fall 1989) the journal of the Association of Community College Trustees.

Terry O'Banion is executive director of the League for Innovation in the Community College. He is codirector of the Kellogg Leadership Project, a joint initiative of the League and The University of Texas at Austin to assist leadership development in community colleges. Leadership Abstracts is one of the components of that project.

Volume 2, number 16
September 1989

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College, 25431 Cabot Road, Suite 203, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

TEN PRINCIPLES FOR MANAGING THE FINANCES OF A NONPROFIT ORGANIZATION

Herrington J. Bryce

The management of every nonprofit organization, including a community college, may be viewed as having three distinct challenges: 1) to uphold and advance the mission of the organization, 2) to oversee the performance of the organization's personnel, and 3) to advance and preserve its financial well-being. Each of these is a major task demanding its own expertise.

Most presidents delegate the financial management of the college to a trusted, senior-level administrator with expertise and experience in financial affairs. However, while delegation enhances efficiency, it does not remove liability nor ultimate responsibility. Every chief executive officer is not only legally accountable for decisions made in the financial area, but the failure of more than one presidency can be traced to serious deficiencies in the management of the college's finances.

While college presidents are not and cannot be expected to be financial wizards, there are basic principles which may increase a president's effectiveness in managing the financial affairs of a college. Here are ten.

Basic Principles of Financial Management

1. Do Not Confuse Mission with Institution. The most fundamental principle is that the mission of the college should not be confused with the institution of the college. The overall mission of a college is to advance the public welfare through educational activities. Apart from its missions, however, the college is an economic institution charged legally and morally with raising and managing money and other scarce resources. It is through the proper management of the economic institution that the mission of the college is accomplished.

This is the most fundamental principle because without financial resources, no college can discharge its mission. Furthermore, presidents who fail to draw a sharp distinction between mission and institution invariably leave a financial mess behind. They may be praised for their educational leadership, the programs they developed, their personalities, and their appointments, but condemned for financial mismanagement—a consequence that has long-lasting effects on the ability of the college to function.

2. Assure Regular Financial Reporting. The second principle is to keep a continuous flow of up-to-date information reported in writing and orally. The fact is that there are few financial problems which occur without a long stream of early warning. A specific day each month should be set aside during which the chief financial officer gives both a written and an oral report. At a minimum, the report should show variances of actual revenues and expenditures from what was planned.

Every accountant knows how this is done. For the chief executive officer, these variances are early warnings. They indicate when the college is off course, and the financial officer should be expected to provide explanations that make sense. There are no mysterious causes. Probable consequences of these variances need to be explored. Sometimes they can signal opportunities for savings; more often, they warn of impending problems.

3. Distinguish Between Restricted and Unrestricted Funds. A third principle is to keep a clear distinction between restricted and unrestricted funds. Too many presidents have failed to appreciate that restricted funds are restricted by law. These restrictions, whether they are assigned by donors or by government, cannot be broken at the will of the chief executive officer. They are beyond his or her discretion. Both should be monitored carefully, and funds must not be commingled without specific authority to do so.

4. Learn to Read Financial Statements. A fourth and related principle is to learn to read financial statements. The budget is merely a document for planning and control. Unfortunately, too many executives never learn to master balance sheets, income statements, and statements of changes in financial position. Consequently, many are unable to interpret the accounting data which accompany their annual report. As every executive who has had a bad financial experience would attest, this is where the real story lies.

Financial statements are representations of fact. Unlike budgets, they document what happened—not what was planned to have happened. A simple ratio produced by dividing the current assets by the current liabilities shown on the balance sheet speaks volumes.

The greater the number over one, the more solvent the college is. If the ratio is close to or below one, the college can expect to have problems paying its bills within the current year.

5. Avoid Self-Dealing. A fifth principle is to beware of traps of self-dealing. The issue goes beyond image; it is a matter of law. Transactions between a college and its management (including the board of directors, relatives, and business associates) must be at arm's length. The financial officers of a college must always be prepared to demonstrate that any transaction benefits the college. Unintentional self-dealing has destroyed presidents who were confident that they had proper explanations. The issue is not impropriety, but the legal issue of self-dealing and attribution.

6. Understand the Local Economy. A sixth principle is to have a good understanding of the economy in which the community college exists. As an economic institution, the college has both inputs and outputs. Opportunities for advancing the institution and its mission arise on both ends. Each actual and potential output of the college should be listed and a determination made of how each might benefit both the college and its community. Major inputs should be identified to determine if each may be obtained at a lower cost.

An understanding of the local economy can also prove invaluable to financial and strategic planning for the college. Tax and zoning laws affect plant acquisition; maintenance costs affect decisions about closing and retrofitting buildings. Identifying sunk costs, fixed costs, variable costs, and direct and indirect costs can help rein in annual operational expenses. Learning how to market the outputs of the college—students, facilities, courses, expertise, and so on—can assist in making the college both relevant to the community and financially stable at the same time.

7. Be Sensitive to Unfair Business Practices. A seventh principle is to be sensitive to the problem of unfair competition with local businesses. Related to sensitivity to the local economy, the key is to learn to distinguish between related and unrelated business income. The former relates to revenues derived from program-related activities, that is, those which are part of the normal conduct of the mission of the college. The latter refers to business revenues derived from activities which are peripheral to the college mission.

The simplest examples relate to what a college bookstore can sell; texts, pencils, and notebooks are safely related to the educational mission. Clothing, computers, and sundries may raise the ire of competing local merchants. The college's sale of services to the community requires even greater sensitivity. Many college-related associations have been forced to fend off some of the more debilitating legislative remedies proposed by those who believe that nonprofits—especially colleges, universities, and hospitals—have been abusive. College presidents need to be sensitive to accusations of unfair business practices while insisting on providing products and services that directly benefit their students.

8. Get to Know the College's Auditor. An eighth principle is to develop a rapport with the college's auditor. This includes appreciating the fact that an auditor's responsibility is to judge whether the procedures which are being followed by the college's financial officers are in keeping with good accounting principles. Auditors are primarily concerned with reasonable and objective standards of accounting, clear and proper reporting of transactions, and properly discharged accountability. Over time, a college can benefit from the expert insights of an auditor who comes to understand in some detail the complexities of college operations

9. Appreciate the Role of Private Contributions. A ninth principle is to appreciate the role of private contributions and how these may be obtained. Colleges have come to understand the importance of three income streams other than tuitions and government subsidies: 1) revenues from business activities; 2) returns on investments, and 3) private contributions. Colleges that succeed in private fund raising engage in systematic efforts directed by the highly skilled professional staff of a college foundation. It is critical that the director be completely versed in the legal and financial complexities of operating a nonprofit foundation. It is helpful if the president is also aware of the specific rules and regulations governing such foundations.

10. Assure That All Managers Understand Financial Principles. A tenth principle is to share good financial and strategic management awareness and practices with all college managers. They too have a responsibility for the financial well-being of the college, and each can impose undesirable and sometimes crippling costs on the college. Many a college president's career has been cut short by others who do not have the foggiest understanding or appreciation of the college as an economic institution. It is the chief executive officer's responsibility to make sure they learn.

Herrington J. Bryce is Life of Virginia Professor of Business Administration at the College of William and Mary, Williamsburg, Virginia. He is author of Financial and Strategic Management for Nonprofit Organizations, published by Prentice Hall (1987). The principles summarized in this abstract form the basis of the book, which has received substantial critical acclaim.

Volume 2, number 17
October 1989

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College, 25431 Cabot Road, Suite 204, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

INTUITIVE MANAGEMENT

Roger C. Andersen

Sophisticated systems to assist management processes have become the expected norm in all types of organizations. Systems for budgeting, strategic planning, personnel administration, and decision making have proliferated, particularly as advances in information technology have made greater systematization ever more affordable.

Beginning in the 1960s, the rational manager has systematically replaced the wily veteran manager with his finger in the air sensing the direction of the wind. In the 1980s, to counter initial overzealous adoption of technocratic principles, the rational manager has also been trained to acquire a humanistic edge, participatory inclinations, and the ability to articulate vision.

Lost in this faith in rational systems, however, has been a proper respect for the positive role that intuition can play in both the management and leadership of organizations ranging from multinational corporations to rural community colleges.

Defining Intuition

Derived from the Latin *intuire*, meaning "looking, regarding, or knowing from within," Webster's dictionary defines intuition as "the power of knowing, knowledge obtained without recourse to inference or reasoning, a quick ready apprehension." Intuition is spontaneous, nonrational enlightenment. It is a sudden flash of awareness, a quick insight, a gut feeling. It is often experienced as a flush feeling of euphoria and described with phrases like "Eureka!" ("I have found it!"); "Aha!"; or "Yes, that's it!"

Intuition is more than a hunch, instinct, or simply wishful thinking. It is the instant acquisition of knowledge without conscious thought—the absolute certainty upon discovering the right answer.

Brain Duality and Dominance

All people use both hemispheres of their brains from time to time, but the left hemisphere exerts strong dominance over most thoughts and actions.

The left brain controls how individuals process information, perceive the world, interact with others, approach problem solving, and make decisions. In general, the dominating left hemisphere causes them to look at life in a predominantly rational, linear, procedural, analytical, logical, and mechanical manner. On the other hand, the right brain houses creativity, originality, imagination, emotions, and intuition. It influences individuals to perceive life in a nonlinear, artistic, spatial, emotional, meditative, holistic, and spontaneous manner.

During their early years of development, children have a balanced brain duality. As they approach adolescence, the balance shifts from a right-brain orientation to left-brain dominance. For practicality and convenience, schools and workplaces induce and continuously reinforce left-brain abilities. Right-brain usage often encounters skepticism or ridicule. The emphasis on rational intellectual development eventually results in strong left-brain dominance, a pattern which continues and intensifies throughout most lifetimes.

Misconceptions Regarding Intuition

Those in top management and leadership positions interested in exploring the potential application of intuition in their work often encounter strong peer pressure and face the stigma associated with an unscientific or illogical approach to the real world of management.

However, much of this mistrust results from a basic misunderstanding of intuition and how the brain processes information. Others misinterpret the use of intuition to mean that decisions will be based on feelings rather than facts. Such a position makes intuition a threat since it would replace highly developed and trusted left-brain abilities.

But intuition is most effectively used when it supplements, not supplants, rational decision-making techniques. In a brain partnership with rational thought, intuition can empower individuals to work more effectively, efficiently, and most important, intelligently.

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

Developing Intuition

Almost all researchers and writers claim that intuition can be developed, although a person must be willing and committed to learn how to reawaken and redevelop the right brain.

A critical first step to developing intuition is learning to recognize or listen to intuitive signals being sent from the brain. These messages are usually screened out as being irrational—which they are. Learning how to tune in to one's intuitive radar is required to make use of such nonrational thoughts that have previously been studiously ignored.

Time is another constraint to using intuition. Intuitive flashes generally occur only after a lengthy process of reflection and information processing by the right brain. In highly time-managed and structured work environments, it is often not possible to afford the luxury of thinking about any particular matter for very long. CEOs need to move on with their busy agendas, and most feel the need to be in rational control at all times. As leaders, CEOs make the rules, determine schedules, set deadlines, and hold others accountable; they must model similar behaviors.

However, an individual cannot make intuition happen. The trick is to provide the most conducive environment in which to allow it to occur.

Situations Conducive to Using Intuition

Some leadership or management situations where intuition has proven to be valuable include the following:

a. decisions which involve a high degree of risk or uncertainty
b. problems with little precedent but several possible solutions
c. situations where data are limited or unavailable
d. problem-solving or brainstorming sessions
e. top management crises
f. projections and planning
g. personnel matters (especially hiring)

When challenged by an unexplored frontier or new direction, intuition can assist in generating original alternatives. These options should then be subjected to the same standards of verification as ones arrived at by purely rationalistic means. In addition, flashes of insight often follow the exhaustive use of logic and reason. The left brain can trigger a reaction from the right brain and vice versa.

One of the exciting aspects of intuition is its unpredictability; like lightning it is not possible to know if and when it will strike. However, research has confirmed that by understanding and developing one's intuition, both the quality and quantity of intuitive flashes can be improved.

Implications for Higher Education

Leaders in colleges and universities, as well as their counterparts in government and the corporate world, have come to recognize the limitations of decision-making processes based primarily on sophisticated management information systems and rationalistic approaches to problem solving. Such systems can be confounded, especially when challenged to provide answers in an increasingly irrational, unpredictable, and constantly changing world.

Some are exploring the use of intuition as one way to mainstream creativity, imagination, and innovation into the management environment, as well as to provide enlightened leadership for their organizations.

The distinguishing characteristic of successful college presidents in the 1990s and beginning of the twenty-first century will be their ability to anticipate and react to an unprecendented rate of change. They will need to develop truly unique approaches by offering fresh initiatives which are flexible, timely, and responsive. The report of the Commission on the Future of Community Colleges also argues that presidents, "must not only be effective day-to-day administrators, but also leaders inspired by, and able to convey, a larger educational vision."

Intuition can play an important role in helping community college leaders meet these challenges. It can lead to creative, imaginative programs and services which can provide a college with a competitive advantage and an enviable strategic position for the future. It can help make sense of a world of bewildering choices and provide a vision of the roles and responsibilties of their colleges in that world.

Roger C. Andersen is president of Adirondack Community College in Queensbury, New York. He has lectured and conducted workshops on intuitive management throughout the country during the past five years.

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College: 25431 Cabot Road, Suite 204, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

EDUCATION AND THE REVITALIZATION OF URBAN AMERICA

John E. Jacob

The National Urban League has taken as its theme, racial parity by the year 2000. It will take a huge national effort to reach that goal. It will require education, job, and economic development programs that will provide opportunities for white and African American poor.

A Study of Two Decades of Progress

A recent National Urban League study comparing statistics for 1967 and 1985 indicates that African Americans have made little progress, if any, in achieving parity with whites. Black unemployment has grown worse since 1967. The ratio of Blacks in executive and managerial jobs has advanced so slowly that it will take 54 years at current rates of progress to achieve parity. The situation for family income is even worse. In 1967, Black family income was 59 percent that of white families; in 1985, it was 57 percent. Black poverty is triple that of white families; it will take 169 years at current rates for Black and white families to suffer the same poverty rates.

The one economically important area where the gap appears to be closing faster is education. At current rates of progress, Black and white high school graduation rates will be the same in 16 years. For college completion rates, it will be 40 years. There is more to this study, but the conclusion is inevitable: Our society is far from reaching parity, and in several crucial indicators, will never reach it unless there is strong, positive action by government, the private sector, and the voluntary sector.

A Demographic and Economic Imperative for Change

Despite these grim statistics, time is ripe for a national effort to close the class and racial gaps that distort our national life. This belief is not grounded in mindless optimism, but in hard demographic and economic facts.

The fact is that a full third of the new entrants into the work force in the 1990s will be minorities. No economy in the world can compete if it fails to educate, train, and hire a third of its potential workers. While minorities suffer high unemployment, business is worrying about workforce shortages. While minorities suffer from inferior educational attainment, business is worrying about untrained workers and the cost of training them. While minorities are locked into low-skill, low-wage jobs, industry is creating high-skill, high-pay jobs and worrying about how it is going to fill them.

The nation is facing a workforce crunch similar to that it faced during World War II. As then, the country is going to have to hire people it did not hire in the past. During the war, they hired women, they hired older people, and they even hired Blacks. The result was that workers who most thought could not produce won the war by outproducing the enemy. Fifty years later, the difference is that those factory jobs are either gone or now require higher levels of skills and schooling. This means that if the nation is going to win the global economic war, it is going to have to train and educate the people it has previously relegated to the margins.

This is why government officials are calling for the schools to do a better job. This is why corporate leaders are fighting for school reform, for day care centers, and for literacy programs. It is not that these leaders have suddenly got religion, have suddenly decided that it is wrong to miseducate and to ignore human needs. It is that they have finally understood that their own fate is tied to the fate of the minority poor, that the so-called underclass has to become middle class if this country is to survive and prosper as a world leader.

So, a window of opportunity has opened to bring about the changes that poor people need, to create opportunities that have been only dreams. The nation must invest in its human resources and make an all-out effort to create opportunities for the disadvantaged. Initially, the focus will be on education because it is inconceivable to run a postindustrial, information-based economy at a time when two out of five high school students drop out or graduate as functional illiterates.

Strong national policies are needed that put resources into schools that the young attend, including community colleges—which are the first line of postsecondary education for the majority of the nation's youth.

The Urban League Education Initiative

In 1985 the National Urban League began its Education Initiative, a long-term program aimed at mobilizing resources nationwide to improve education for the urban poor. The program has included mentoring and guidance, parent education, early childhood development, academic support and tutoring, parental and community involvement, parent-community-school partnerships, and African American history and cultural programs. Over 300,000 children and their parents have taken part in some 300 Education Initiative programs, most at the K-12 level.

One lesson learned from this experience thus far is the need to broaden the initiative to include other institutions that have important stakes in urban America. Community colleges must be key institutions in educational improvement in the cities. Half of all African Americans who attend college are enrolled in community colleges. In most cities with large African American populations, they are the majority of community college students.

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

The Challenge to Community Colleges

Many of these students come to community colleges without all of the skills they need to become successful. Many need remedial help. Many are poor, some homeless. The simple fact that they have gained entrance to the community college is a sign that they thirst for the knowledge and skills they need to make it in society.

However, there is another side to this story. If community colleges fail to educate these young people, community colleges themselves will not make it in the competition for public support. In an era where institutions that fail to perform are closed down—whether they are failing savings and loans, noncompetitive industries, or educational institutions perceived as using taxpayer dollars without producing results—the real issue is mutual survival: for minority youngsters to make it in a hostile society, and for community colleges, to which they turn for help, to succeed in meeting their needs.

Urban community college leaders must realize that their primary mission is to take minority youth who are poorly prepared and to provide the education and skills they need to succeed.

Recommendations to Community Colleges

Community colleges need to become centers of excellence in serving their local communities. There are key strategies that they might pursue to become more effective in serving their urban communities.

Marshal Citizen and Business Support. First, community colleges have an historic opportunity to marshal support for the importance of their mission and role in the system of higher education. Community colleges have traditionally been the neglected stepchildren of that system. Money and attention have been lavished on senior colleges and universities, despite the fact that community colleges have the much more difficult task of serving a more diverse and poorer clientele—who require more, not fewer, resources. As senior colleges complain about the need to provide remedial work for underprepared students, community colleges must get on with the task and stress the importance of preparing these young people to contribute to the economy.

At a time when business is worried about the shortage of trained technical people, community colleges must present themselves as an indispensable part of the solution to America's workforce problems. Most new jobs require postsecondary training; many are in technical fields where community colleges can do all of the required training. Community colleges can make a strong case for vastly increased public and private sector resources—as long as they have a strong record of successfully preparing disadvantaged young people for college and the work force.

Join Forces with Community Organizations. Community colleges need to work closely with community-based organizations, such as the Urban League, to meet the needs of their communities and to maximize the impact of their resources. Some Urban League affiliates have joined with community colleges to provide better services for urban youth. In Battle Creek, the Urban League is collaborating with Kellogg Community College to motivate high school juniors and seniors to go to college. In Sacramento, it is working with local institutions to assist youngsters to succeed in community colleges and transfer successfully to senior institutions.

Support Higher Student Aspirations. It is troubling that half of all African American community college students never transfer to a four-year college. Too many students and too many community college leaders see these institutions as geared to providing minimal training in vocational skills, rather than as part of a system that moves poor young people from secondary school through the university. Community colleges need to provide strong programs to attract young people, effective programs and services to retain them and assist their academic progress, and innovative programs to support and encourage their ambitions for the bachelor's degree.

Community colleges need to be strong advocates and providers of developmental programs that are absolutely essential to give disadvantaged youngsters a chance to make up for the failures of public education. It is up to community colleges not only to provide the help needed, but also to educate the public about the need for adequate support for effective programs.

Assist Secondary Schools. Finally, community colleges need to assume the responsibility as key linking institutions in the entire educational system—providing linkages not only to four-year colleges and universities, but also to secondary schools. Community colleges should collaborate with local schools to inform high school and middle school students about the courses they need to gain entrance to their institutions and for subsequent success. They have a role to play in providing inservice training for teachers to help them develop the skills they need to teach an ethnically diverse student population. They must develop strong support programs to keep students in school and insure they graduate and continue into college and professional schools.

Community colleges need to be at the center of a set of relationships with other institutions that can make all of them do a far better job of helping disadvantaged kids move on to success in life. This web of alliances also includes government, business, community-based organizations, secondary schools, and senior colleges and universities. All need to work together in a seamless fabric focused on the needs of those most in need of education and its benefits.

On behalf of the Urban League, let me stress that we want to be part of a partnership with you as community college leaders. We want to work closely with you to do what we can to make your colleges more effective. In turn, I ask that you become more aggressive in your advocacy for the disadvantaged, that you take your fight for more resources to the public and the business community, and that you earn those resources by proving that you are fulfilling your mission to those you serve.

By definition, the urban community college is an institution that provides upward mobility to a constituency that is poor, neglected, and underserved. That is the Urban League's constituency too.

John E. Jacob is the president and chief executive officer of the National Urban League. This article is abstracted from a keynote address by the same title delivered at the League's annual conference, October 29, in St. Louis, Missouri.

Volume 2, number 19
November 1989

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College: 25431 Cabot Road, Suite 204, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

LEARNING LEADERSHIP

Margaret Lee

Many of the skills of leadership can be learned by specific training and professional experience. Some present and future community college leaders have been fortunate to have participated in programs specifically designed to develop leaders. Some have been lucky enough to have been mentored by outstanding leaders and to have been exposed to the multiple experiences, both trying and rewarding, that forge leaders.

However, the lessons of leadership abound in unexpected places and derive from unexpected sources. It is the first challenge of those who would be leaders to learn leadership skills not only from the experts and practitioners in the field, but also from those who have excelled in some other field of human endeavor. There is as much to learn about leadership from Mike Ditka and T. S. Eliot as from Tom Peters.

Lessons from Athletes

John Gardner has written persuasively that effective leadership is generally exercised within the context of a number of individuals acting in a team relationship. It is no coincidence, then, that management literature is full of sports-related allusions, analogies, metaphors, and exemplary personalities. Mike Ditka is one such personality.

Ditka embodies the lesson of leading by example. Ditka played the game of football so well himself that he was inducted into the Hall of Fame—not for his coaching, but for his playing. He wore the pads and cleats and suffered the bruises and the pain of the sport. His credibility is unassailable. He gave the proverbial 150 percent as a player; he can ask for it as a coach and know what it means both to get and to give it. His self-styled, Grabowski-work ethic inspires and motivates players and fans alike.

Winning teams are composed of groups of people with diverse abilities who have been inspired by a single vision to reach a common goal. Winning teams have learned to work, and even think, together. As coach, Ditka is responsible for creating the team climate and chemistry which ultimately determine team performance.

While Ditka and his famous temper and intimidating, often authoritarian, methods are unlikely models for many community college presidents, he and other outstanding athletes and coaches have much to teach about leadership that directly applies to the collegial setting. The leadership of a coach is enabling. It creates the environment in which individuals perform up to their abilities, and it models the values expected of all team members.

Lessons from Poets

It is probably hard to imagine anyone further removed from Mike Ditka than T.S. Eliot, yet both model an important leadership lesson. As Ditka played and coached, so Eliot wrote poetry and wrote about poetry. Both practiced what they preached and knew what they were talking about. Eliot also offers three key insights into the nature of effective leadership, and all three are based upon the premise that a leader has to be like a poet.

Individual Voice. One of the most important things every great poet does is to create a vision and a voice that is distinctly individual. A poet must represent his or her uniqueness faithfully. Yet Eliot believed that before accomplishing this, a poet must grow wise enough to understand his or her relationship to what came before. Only when a poet absorbs the tradition of which he is a part can he achieve a unique place in a literature and culture. Effective educational leaders, too, articulate their visions and contribute their

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

abilities within the context of the history and culture of their organizations.

Catalyst. Eliot also teaches that poets and leaders are catalysts. The poet does not create new words, but rather brings them together creatively to make new meaning. The poet provides the shred of platinum to a chamber filled with oxygen and sulphur dioxide. Absent the shred of platinum, nothing happens; when it is present, a new compound is formed. Leaders bring together the talents of individuals that together create new programs, services, ideas, and energy from existing resources.

Language. The last lesson from Eliot, and perhaps the most important, is the value of language to leaders. Through language, leaders articulate ideas and visions, motivate, and bring people together. Anyone who has ever been part of negotiating contract language knows how important it is to find precisely the right words to bring people together who see and say things differently. It is also first with words, and then with actions in harmony with them, that leaders perform one of the most essential tasks of leadership: articulating the hopes and expectations of the institutions and people they would lead.

Lessons from the Experts

Unlike Ditka and Eliot, Tom Peters is an acknowledged expert on management and leadership development. There are probably very few students of leadership who have not read one of his works on organizational excellence. Peters' books themselves exemplify that leadership lessons are learned throughout our varied experiences and readings; they are filled with numerous anecdotes on effective techniques from practitioners in all types of organizations.

While his most recent work has probably received somewhat less attention, *Thriving on Chaos* contains important lessons on leadership that are fundamental to those who aspire to lead in the twenty-first century. The principal lesson is that leadership results from partnerships with other members of the organization. Such partnerships require leaders to be in touch with those they would lead and to celebrate and recognize them and their performance. To achieve greater levels of committed participation and performance, leaders have to care about their followers. When they are successful, leaders of organizations build teams, partnerships, and even community.

Nowhere is there greater opportunity to sustain a real community of learners than in higher education. Collaborative learning flourishes in an environment where discussion, disagreement, and creative conflict lead to a consensus formed by the light of many minds. The knowledge of each individual grows richer in the knowledge of the group. To foster the growth of this kind of community is the ultimate challenge to an educational leader. Unfortunately, there is not a single book to read, nor course to take, nor degree to complete, that either prepares or enables an individual to meet this challenge.

Leaders have to learn their way into their jobs. If Ditka, Eliot, and Peters have in common a single lesson, it is that leaders must continue to be learners as well as teachers. It is a learning that no one can do alone, nor in an environment other than the one in which one finds oneself at any given moment, nor with resources and gifts other than those which make an individual who one is.

Leaders have to have the confidence and courage to lead by example. Leaders have to have the wisdom that lets them understand themselves in the context of both the past and the future of their organizations. Leaders have to have the grace to praise, applaud, and thank those who work in partnership with them on the agenda of getting people thinking about, talking about, and working on teaching and learning—which *Building Communities* describes as "the heartbeat of the educational enterprise."

Margaret Lee is vice president for curriculum and instruction, Oakton Community College in Des Plaines, Illinois. She is a graduate of the 1988 Executive Leadership Institute conducted by the League for Innovation in the Community College in cooperation with The University of Texas at Austin and the University of California, Berkeley.

Applications for the 1990 Executive Leadership Institute are currently available from the League office.

Volume 2, number 20
December 1989

Don Doucette, editor

Leadership Abstracts is published at the office of the League for Innovation in the Community College: 25431 Cabot Road, Suite 204, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.

leadership abstracts

NO CHOICE BUT TO BE INVOLVED

Michael E. Crawford

One risks being considered a bore by asserting the obvious: the challenges facing the nation, its cities, and its educational institutions are unprecedented. These have been chronicled by distinguished commentators in this and other publications. Less often asserted is the fundamental responsibility that community college leaders have to be involved in meeting these challenges.

These are times that call for bold action from national leaders. Among these national leaders are community college chief executive officers whose institutions must play an instrumental role in solving problems that are rooted in the communities they serve but which have effects that are not only national but global.

Community Responsibility

Community college CEOs have long understood that they have a special responsibility to be involved in community affairs, and most devote considerable time to performing this community relations mission. However, the time has passed when maintaining cordial and supportive relationships with local business and political leaders, participating in local service organizations, and occasionally chairing community charity events or funding drives sufficiently fulfill their responsibilities to their communities.

Community colleges, embedded in the fabric of their communities, must be actively involved in solving community problems, no matter how difficult, messy, or controversial they might be. Solutions to many of the most difficult problems facing urban America—declining economic bases, joblessness, crime, drug abuse, poverty, and homelessness—have educational components that fall within the missions of a comprehensive urban community college.

As a national network of key community leaders, community college CEOs simply have no choice but to be involved in the solution of these difficult problems.

Leadership in Educational Development

The failures of the elementary and secondary school systems have been well-documented. While there is evidence that school reform has begun to make some headway in the face of decreasing student performance, equally compelling evidence argues that the benefits of these reforms have bypassed large numbers of urban schools and students. The infrastructure of many cities' public schools are crumbling. High school dropout rates run as high as 60 percent, and a host of social ills ranging from unemployment and gang violence to teenage pregnancy and drug abuse ravage those youngsters that schools fail to reach effectively.

Community colleges are key linking institutions that can materially assist public schools to do a better job. They have no choice but to be involved in programs that assist high school students stay enrolled, graduate, and enter postsecondary education. They have no choice but to work with local school districts to provide seamless vocational programs that give urban youth a real chance to contribute to the economic life of the community.

Potential turf wars and bruised egos notwithstanding, community college leaders have no choice but to take a leadership role in identifying the educational needs of the community. They have no choice but to work aggressively in partnerships with not only K-12 districts but also four-year institutions; community-based programs; and business, industry, and labor to insure that the educational and training needs of the community and its citizens are effectively met.

Leadership in Economic Development

Community college leaders have no choice but to work with other community leaders to assist economic development. Their colleges are important assets, providing indispensable training and retraining for employees of local business and industry, much of it customized to meet specialized needs.

However, the emerging global economy has elevated even further the importance of community colleges in solving fundamental workforce problems that threaten both the nation's security and standard of living. The country simply cannot compete effectively as long as its work force is underprepared to compete not only with the Japanese and the West Germans but also the South Koreans and Taiwanese. Community colleges nationwide must tackle head on the task of narrowing the gap between the skill levels possessed by new entrants to the work force and the increasing skill levels

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the W.K. Kellogg Foundation.

required to contribute to the economy.

Community college leaders have no choice but to develop effective programs to eradicate adult illiteracy. They have no choice but to remediate basic skills deficiencies that keep students from succeeding in college programs. They have no choice but to insure that their programs produce students with world-class skills in their areas of expertise who are also technologically literate, adaptable to change, and able to relate to an increasingly internationalized business environment.

Also, as community colleges increasingly model implementation of advanced technologies for both instruction and college operations, they have emerged as capable partners with business and industry for technological development. They have no choice but to lead the application of technology to solve pressing community needs—from telecommunications to hazardous waste disposal and other environmental concerns. They have no choice but to develop incubators that support small businesses, which account for over half of all new job creation and represent the innovative American genius that is the key to the nation's ability to compete globally.

Leadership for Community Cohesion

Community college leaders also have no choice but to serve as forces for social justice and community cohesion. They have the responsibility to assist the have-nots gain some share of the economic pie, not only by educating the disadvantaged to give them a chance to compete successfully, but by providing direct economic opportunity by hiring in their own institutions. They need to assure that their faculties and staffs represent the demographics of the communities and student populations they serve; they need to train and hire the handicapped, senior citizens, and the disadvantaged.

Community college leaders need to be forces for social cohesion, bringing together not only different races and cultures but also people of different generations and economic circumstances in forums that emphasize the common interests of all groups. They cannot afford to be involved in the politics of divisiveness, but must be bold forces for accommodation and compromise in the best interests of their communities.

Of course, there are enormous risks associated with practicing this brand of community involvement. Conventional wisdom counsels low-profile leadership that avoids controversy and conflict. It is possible to fail if such involvement is approached recklessly.

But community college leaders cannot afford not to exercise their collective power. They have a window of opportunity to be powerful forces to help the transition of the nation into the new realities of the twenty-first century. They have no choice but to be involved in the fundamental issues facing their communities and the nation—the fates of both hang in the balance.

Michael E. Crawford is the chancellor of St. Louis Community College in St. Louis, Missouri. The ideas expressed in this article are abstracted from a keynote address delivered at the annual fall conference of the League for Innovation in the Community College recently hosted by St. Louis Community College.

Volume 2, number 21
December 1989

Index of 1989 *Leadership Abstracts*

v2n1: *Shared Vision and Staff Selection*, John E. Roueche

v2n2: *Symbolism and Presidential Leadership*, William G. Tierney

v2n3: *Coping with Section 89*, Glen Gabert

v2n4: *MBO Revisited*, Edward J. Liston

v2n5: *2001: The World Our Students Will Enter*, Louis Harris

v2n6: *Transactional, Transformational, and "Trans-Vigorational" Leaders*, Estela M. Bensimon

v2n7: *Accommodating the Diversity Represented by Minority Students*, James C. Henderson

v2n8: *The "Emotional Side" of Management*, Tom Peters

v2n9: *Alumni Associations: Valuable Resources for Community Colleges*, Paul C. Gianini, Jr.

v2n10: *The Moral Goals of Leadership*, John W. Gardner

v2n11: *Global Perspectives Required of College Leaders*, Robert A. Gordon

v2n12: *A Foundation for Renewal*, Albert L. Lorenzo

v2n13: *Therapeutic Leadership*, John H. Anthony

v2n14: *Ethical Suspicions Between Faculty and Administrators*, Donald E. Walker

v2n15: *Visionary Leadership and Long-Range Planning*, Jeff Hockaday and Don Puyear

v2n16: *Retaining a Peak-Performing President*, Terry O'Banion

v2n17: *Ten Principles for Managing the Finances of a Nonprofit Organization*, Herrington J. Bryce

v2n18: *Intuitive Management*, Roger C. Anderson

v2n19: *Education and the Revitalization of Urban America*, John E. Jacob

v2n20: *Learning Leadership*, Margaret Lee

v2n21: *No Choice But to Be Involved*, Michael E. Crawford

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES JUN 28 1991

Leadership Abstracts is published at the office of the League for Innovation in the Community College, 25431 Cabot Road, Suite 204, Laguna Hills, California 92653, (714) 855-0710. It is issued twice monthly and distributed to the chief executive officer of every two-year college in the United States and Canada. *Leadership Abstracts* is intended for duplication and further distribution. Copyright held by the League for Innovation in the Community College.